DOCUMENT RESUME

ED 463 060 PS 030 186

TITLE	Children Entering School Ready To Learn: School Readiness Baseline Information, School Year 2001-02 by State and County.
INSTITUTION	Maryland State Dept. of Education, Baltimore.
PUB DATE	2002-02-00
NOTE	161p.; For the 2000-01 Preliminary Report, see ED 450 920.
AVAILABLE FROM	Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201. Tel: 410-767-0100.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Child Development; Child Health; Childrens Art; Comparative Analysis; Counties; Early Experience; Emergent Literacy; *Kindergarten Children; Language Skills; *Learning Readiness; Limited English Speaking; Physical Development; Preschool Education; Racial Differences; *School Readiness; Sex Differences; Social Development; Social Differences; Social Studies; Special Needs Students; *State Standards
IDENTIFIERS	Ethnic Differences; *Maryland; Mathematical Thinking; Scientific Thinking

ABSTRACT

As part of its efforts to improve services for children, birth to age five, the Maryland Joint Committee on Children, Youth, and Families charged the State Department of Education with identifying and implementing, by school year 2000-01, an early childhood assessment system that provides baseline information on children entering kindergarten. This report provides state- and county-level school baseline information for school year 2001-02, the first year that all kindergartners in Maryland were rated on their readiness for school. The Work Sampling System (WSS) was used to assess kindergarteners' skills in seven curricular domains: social and personal development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development and health. The report notes that 49 percent of entering kindergarten students were rated by their teachers as fully ready for kindergarten work. Forty-four percent were at the "approaching readiness" level and seven percent of students were in the "developing readiness" category. School readiness was related to race/ethnicity, gender, prior early care, special education status, limited English proficiency status, and family economic status. The report includes recommendations for using the baseline information, answers to frequently asked questions, and examples of skills, behaviors, and knowledge indicating full school readiness in each domain. The bulk of the report is presented in three appendices providing descriptions of the 30 WSS indicators, county-level data on selected WSS performance indicators, and county- and state-level information on differences by gender, race/ethnicity, experience in prior care, special education status, English proficiency, and family economic status. (KB)

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School Readiness Baseline Information

School Year 2001-02 by State and County

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200 West Baltimore Street
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February 2002

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2002

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Executive Summary

In September 1999, the Maryland Joint Committee on Children, Youth, and Families decided to focus its work on improving services for children, birth to five, affecting one of the eight results areas established by the Maryland Partnership – *Children Entering School Ready to Learn.*

As part of its efforts, the Joint Committee requested the Maryland Subcabinet for Children, Youth, and Families to develop a process to establish baseline information on the social, physical, linguistic, and cognitive skills of children entering kindergarten. The Maryland State Department of Education (MSDE) was charged with identifying and implementing an early childhood assessment system by school year 2000-01 that provides baseline information on children entering kindergarten. Upon the Subcabinet's recommendation, the Joint Committee selected the Work Sampling System (WSS)™ as the early childhood assessment system to be used in kindergarten for the purpose of assessing entering kindergartners skills for seven curricular domains.

The school readiness baseline information for school year 2001-02 represents the first year that all kindergartners in the state of Maryland were rated on their readiness for school, i.e., kindergarten. The statewide data for the composite score reveals that forty-nine percent (49%) of entering kindergarten students in Maryland have been rated by their teachers as fully ready to do kindergarten work. Forty-four percent (44%) of entering students are at the "approaching readiness" level and need targeted support in order to meet kindergarten expectations, and seven percent (7%) of the students are in the "developing readiness" category and need considerable support in order to do kindergarten work successfully. Most of the support is needed in the domains of scientific thinking, social studies, mathematical thinking and language and literacy.

Compared to the sample data collected in school year 2000-01, the composite ratings show that nine percent (9%) more kindergarten students came to school fully ready. All domains except Social Studies improved. The drop in social studies is less than two percentage points. The largest improvement was in physical development with 60% of the students fully ready in 2001 compared to 51% in 2000. The Arts improved by 8 percentage points between the two ratings. The domain, Social and Personal Development, improved by 7 points from 2000.

This year's report provides descriptions of the state of school readiness in Maryland. The results vary among the counties and provide trend data over time as well as information for specific groups of children.

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Background

The importance of school readiness

Recent neuroscientific research strongly supports the belief that young children's learning before they enter formal education is an essential foundation for later school success. Increasingly, state policy makers across the country are addressing readiness for school by improving the learning opportunities for young children before they enter school, particularly those who are enrolled in early care and education programs. In addition, many children require the necessary family and health support to thrive developmentally.

Charge by the Joint Committee on Children, Youth, and Families and MSDE's requirements

On January 20, 2000, the Subcabinet for Children, Youth, and Families submitted a report to the Joint Committee on Children, Youth, and Families outlining strategies to improve services for young children and to prepare them to enter school ready to learn. The report states, "if progress toward our goal (of school readiness) is to be made, policymakers must have access to data by which progress may be measured (p.1)" (Subcabinet, 2000). Aside from collecting information about the increasing number of programs and services, the report states that additional information is needed to gauge children's skills and abilities when they enter kindergarten. Subsequently, the Joint Committee requested to establish a baseline describing young children's social, physical, linguistic, and cognitive skills when they enter kindergarten.

The Maryland Model for School Readiness (MMSR) and the Work Sampling System (WSS)

For the last four years, MSDE's early childhood assessment initiative for prekindergarten and kindergarten has been named the Maryland Model for School Readiness (MMSR). The MMSR is a school readiness framework designed to support teachers to improve assessment and instructional techniques to support young children's readiness for school. The MMSR includes the following components: assessment, instruction, family communication, and articulation among programs. In order to implement the MMSR effectively, teachers of young children receive intensive staff development. These seminars emphasize good assessment techniques which teachers use as the basis for supporting each child's learning to meet curricular expectations. Since 2000, the MMSR has been applied to kindergarten and many prekindergarten programs, as well as most Head Start programs in Maryland. Since early 2002, the MMSR has been available to child care programs that are working with children before they enter kindergarten.

The MMSR includes as its assessment component the Work Sampling System™ (WSS), a nationally and internationally considered state-of-the-art assessment system for early education.
The WSS helps teachers document and assess children's skills, knowledge, behavior, and academic accomplishments across a variety of curricular areas. Through observation, recording, and evaluating everyday classroom experiences and activities, teachers gain a better understanding of what their students know, are able to do, and what they still need to work on. Thus, the WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is designed to support the learning of every student toward consistent expectations for students' learning across seven curricular domains. These domains are:

1. Social and personal development;
2. Language and literacy;
3. Mathematical thinking;
4. Scientific thinking;
5. Social studies;
6. The arts;
7. Physical development and health.

The WSS is based on national and state standards. These standards are reflected in the WSS Developmental Checklists which are used by teachers to document and rate each child's growth and progress during the school year. The teachers work with specific guidelines that tell them what to look for when they assess their students. Typically, teachers evaluate their students' skills and abilities two or three times a year. Teachers share the assessment information with parents of their students and report it to the teachers of the following grade as part of the school's grade-to-grade articulation. The WSS is also used in most publicly funded prekindergarten programs. Most Head Start programs and many child care programs are initiating staff development activities related to the MMSR and the use of the WSS.

As an outgrowth of the Joint Committee's emphasis on a results-based planning process, service providers across the state are engaged in planning for results, including the tracking the progress of school readiness in Maryland. The data in this report provides the first official baseline for school readiness results from all kindergarten students enrolled in public schools.

The relationship of MMSR and the WSS to the Joint Committee's charge of implementing WSS for baseline information

The Joint Committee shares the belief, reflected in the MMSR, that young children in Maryland should be provided with the learning opportunities that have a positive impact on their success in school. School readiness is a continuum that begins at birth. This early childhood assessment is not intended to label children; rather, it is meant to provide useful information about children's skills and abilities at the point in time when they enter the public school system.

The WSS was selected for providing baseline information on children entering kindergarten in Maryland for the following reasons:

1. WSS provides an age-appropriate format for assessing young children

Young children's developmental skills and abilities vary widely when they enter kindergarten. Their understanding of their immediate world is just forming. Their skills and abilities are dependent on the stimulation they have received during the first four years of their lives before they enter kindergarten. Young children demonstrate their skills, behaviors, and knowledge in a variety of ways – when they play alone or with other children, when they interact with care providers or teachers, and when they approach specific tasks.

In order to determine what skills and abilities children bring with them when they enter kindergarten, teachers have to be excellent observers of children's learning. They have to know what to look for and how to document children's demonstrated skills and abilities. And, they have to use that information diagnostically to support and challenge children's learning. The WSS is the tool that helps them to do that. It is an in-depth and authentic way of recording children's skills. At least twice a year, teachers use the documentation to evaluate and rate children's performance to determine if they are proficient, in process, or need development in respect to the performance indicators on the WSS Kindergarten Checklist.

During the fall, teachers assess children's learning in the first few weeks of school and rate them accordingly. Documenting children's learning during the first few weeks of kindergarten affords teachers an opportunity to assess the extent to which children are ready to do kindergarten work successfully. In order to know how a group of children are doing, these "fall ratings" are collected from teachers to gauge the level of readiness skills and abilities for children.

2. WSS provides a valid, reliable, and fair measure

To use WSS for baseline information, MSDE established a system to improve the validity and reliability of the instrument and its application in the classroom. First, the instrument has to meet the rigorous test of reliability and validity. A study conducted by Meisels (2000) in 17 Title 1 schools in Pittsburgh compared teacher ratings on the WSS with student scores on a nationally-normed, standardized test and found strong evidence for the validity of WSS information and for the trustworthiness of teacher judgments.

Second, teachers receive intensive staff development to learn how to use the WSS appropriately and effectively in the classroom. At this time, teachers apply specific guidelines for evaluating and rating students' skills. As part of the training, teachers also review and evaluate student portfolios of work samples to determine the degree of accuracy.

Third, the data is reviewed and examined at MSDE for irregularities or unusual performance. The data is also reviewed by each local school system to ensure accuracy.

3. WSS reflects national recommendations on early childhood assessment

The aggregated WSS information in the form of the seven (7) domains reflects all aspects of children's learning. It reflects national policies on school readiness, particularly the recommendations of the National Education Goals Panel (NEGP). The NEGP recommends the following general principles to guide state policies and practices for the assessment of young children:

- Assessment should bring about benefits for children – either in direct services to the child or in improved quality of educational programs.
- Assessment should be age-appropriate in both content and the method of data collection. For instance, assessments of young children should address the full range of early learning and development.
- Methods of assessment should recognize that children need familiar contexts in order to be able to demonstrate their abilities.

MSDE meets these principles established by NEGP with regard to the use of WSS in kindergarten.

Method of Implementation

Statewide Implementation of the WSS in school year 2001-02

Kindergarten teachers use the WSS with all children throughout the current school year. For this report, teachers have provided information on students' skills and abilities during the fall 2001. The fall assessment ratings were done on 30 selected WSS performance indicators of the 66 WSS Kindergarten Checklist indicators, reflecting skills and abilities that can reasonably be expected from children when they enter kindergarten. The 30 WSS indicators represent the aforementioned seven WSS domains (Appendix A) that were used for the school readiness baseline information.

Collection of baseline data during fall 2001

A total of 1,900 teachers observed and documented their students' performance in their classrooms during the first few weeks of school. Between November 5-16, 2001, these teachers evaluated and rated their students' performance according to the WSS assessment protocol and specific guidelines that were developed by MSDE. Seven domain scores and the composite score of all domains are provided. Local school systems provided the following demographic information on each kindergarten student:

- Student ID number
- Race/ethnicity
- Gender
- Enrollment in the Federal Free and Reduced Lunch Program
- Prior early care experience
- Students who receive special education services and have an Individual Education Plan (IEP) or have been designated as having limited English proficiency (LEP)

Assessment data for all kindergarten students was scanned and scored by NCS Pearson, a contractor, and submitted to Case Consulting, Inc. for analysis.

Reporting of the seven (7) WSS domain scores reflects the percentage of students who have reached one of the following levels of readiness:

Full readiness: Students consistently demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully.
Approaching readiness: Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
Developing readiness: Students do not demonstrate skills, behaviors, and abilities, which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

Baseline data is available at the following levels:

- School Building
- Local School System
- State of Maryland

This report includes the county and state level baseline data. School building level information has been transmitted to local school systems.

Analysis of the school readiness baseline information
The school readiness baseline information has been analyzed for the seven WSS curricular domains and the composite. It was disaggregated (i.e., broken out) for:

- race/ethnicity
- gender
- prior early care[1]
- special education[2]
- limited English proficiency[3]
- enrollment in free and reduced priced meals program[4]

Interpretation of the Results
The baseline information is designed to provide information about the state of school readiness in Maryland regarding how many children are at the full, approaching, or developing readiness levels. The information provides descriptive data of the percentage of students at each of the readiness levels for each domain and the composite. Since each readiness level is discretely defined, the data provides information on the need of targeted or considerable support for entering kindergarten children. The data also provides information about specific groups of kindergarten students (i.e., by race/ethnicity or gender) and, thus, establishes the relationship between readiness outcomes and demographic variables. Over time, the information can be tracked for the kindergarten population as a whole or specific groups of students as they matriculate to primary grades and for each new cohort of kindergarten students.

Interpreting the results regarding the readiness levels for specific early care experiences is particularly useful if it is evaluated as a way to track progress over time for each type of prior care. A direct comparison between the types of prior early care categories offers limited use since each of the categories represent different population groups.

Results of School Readiness Baseline Information for School Year 2001-02

Major results of baseline data
The statewide data reveals that almost half of all kindergarten students (49%) have been rated "full ready" by their teachers on the composite of the seven curricular domains. Forty-four percent (44%) of all entering kindergartners demonstrated inconsistent skills, behaviors, and knowledge and need targeted support. Seven percent (7%) of all kindergartners lack the skills and behaviors which are needed for a successful kindergarten experience. The group of children needs considerable early intervention.

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[1] This information describes the percentage of students who had their most recent (i.e., 12 months), predominant, and structured early care experience in the following types of programs: child care center; family child care, Head Start, nursery school, public school prekindergarten, or had their prior experience at home or in some kind of informal care with a relative.
[2] This information describes the percentage of students assessed who receive special education services and have an Individual Education Plan (IEP).
[3] This information describes the percentage of students assessed who have been identified by the local school system as having limited English proficiency (LEP).
[4] This information describes the percentage of students enrolled in the U.S. Department of Agriculture School Lunch Program whereby the categories "free" and "reduced" denote low and moderate family income as a means to qualify for services.

The results for selected domains for the "full readiness" level indicate that entering kindergartners' skill levels in social and personal, physical development, and the arts are above the composite score while language and literacy, social studies, and scientific and mathematical thinking are below the composite score. A detailed analysis of the relationship between the school readiness levels and demographic variables using statistical tests to interpret the data is available in Appendix C.

Comparing results for school year 2001-02 with last year's preliminary results

The baseline information from school year 2000-01 was developed as a pilot of a statewide large scale readiness assessment system. Based on a sample of 38 percent of all entering kindergarten students, last year's results provided the first glance at the level of school readiness across the state. The table below compares last year's information with this year's assessment data.

Domain	School Year 2000-01			School Year 2001-02			Difference		
	Readiness Levels			Readiness Levels			Readiness Levels		
	Full	Approach	Devel	Full	Approach	Devel	Full	Approach	Devel
Composite	40	50	10	49	44	7	+9	-6	-3
Social/Personal	48	42	10	55	36	9	+7	-6	-1
Language and Literacy	35	48	17	36	50	14	+1	+2	-3
Mathematical Thinking	35	51	14	40	47	13	+5	-4	-1
Scientific Thinking	20	60	20	24	59	17	+4	-1	-3
Social Studies	34	57	9	32	55	13	-2	-2	+4
The Arts	43	51	6	51	42	7	+8	-9	+1
Physical Development and Health	51	44	5	60	35	4	+9	-9	-1

Note: Numbers may not add up to 10 or 100 due to rounding.

Key: Full = full readiness level
Approach = approaching readiness level
Devel = developing readiness level

Compared to last year, entering kindergartners improved their full readiness levels for all domains (9%) and in each domain with the exception of Social Studies. The percentage of kindergartners with approaching readiness levels has decreased with the exception of Language and Literacy. The percentage of kindergartners with developing readiness levels decreased with the exception of Social Studies and The Arts.

Recommendations for Using School Readiness Baseline Information

The primary purpose of this report is to provide background information and baseline information on the readiness of children entering school (i.e., kindergarten). It is essential that all service providers for children, birth to five, develop common goals to improve the baseline of skills, behaviors, and knowledge for entering kindergartners from year to year. For instance, child care providers, home visiting programs, and health providers in one jurisdiction could analyze the WSS information and agree on jointly targeting specific domains or indicators for improvement. Since most services are offered by county agencies, the countywide baseline information should be the platform for establishing integrated services for young children targeting the improvement of specific domains or the readiness levels as a whole. In addition, countywide WSS information will be helpful for county councils, local boards of education, and local management boards in allocating funds for services to young children.

In general, the WSS information can be used to:

- Develop a county-wide needs assessment regarding the skill levels of children entering kindergarten.
- Target federal, state, and local funds to address identified needs in the county.
- Develop forums for partnership building.
- Modify curricular and intervention programs and to target resources for kindergarten.

Based on the MSDE recommendations made last year, the following actions have been taken to use WSS baseline information for planning purposes:

1. The Ready at Five Partnership convened two School Readiness Forums with representation from each county to examine the date and develop strategic plans for improving school readiness in Maryland. The Partnership also published *Parents Matter*, a brochure for parents to inform them how they can support their children's school readiness needs. The brochure is available in English and Spanish.

2. The Maryland State Head Start Association developed the Maryland Head Start Child Outcomes Framework in response to the Federal Head Start Office's mandate to tailor Head Start programs to meet the child outcomes. The Maryland Head Start Child Outcomes have been aligned with those from the MMSR.

3. MSDE and local school systems will have WSS data available for each school building for community- and school-based planning of services.

4. The Maryland General Assembly convened a second budget hearing on the result area, *Children Entering School Ready to Learn*, to examine the causes and forces at work to explain the current status of school readiness and how it can be improved.

Frequently Asked Questions

1. **Why is the baseline information collected and reported annually?** The Maryland General Assembly is interested in improving services for young children to prepare them to enter school ready to learn. Several legislative committees want to know what children know and are able to do when they enter school. This has necessitated school readiness baseline data at the entry into kindergarten. Collecting assessment information on all entering kindergarten students will enable policymakers and other stakeholders to have access to data by which progress can be measured over time. The Maryland State Department of Education (MSDE) was the state agency charged with implementing an assessment system for kindergarten. It is required to report this information to the General Assembly in February of each year.

2. **How is the baseline information collected?** All kindergarten teachers assess and rate their students' proficiency on 30 selected indicators of the Work Sampling System™ (WSS) Kindergarten Checklist. This information is aggregated and disaggregated, i.e., broken out, into the data displayed in this report.

3. **What is the advantage of using performance-based assessment rather than a norm-referenced test to measure school readiness?** Performance-based assessments measure demonstrated skills, knowledge, and behaviors in an actual learning setting such as a kindergarten classroom. When measuring readiness for school, all developmental skill areas are important. Qualified kindergarten teachers, properly trained and prepared, are an excellent source of information for their students. They assess children's skills against established standards of learning. On the other hand, norm-referenced readiness tests compare a group of children against a national norm. At the kindergarten level, national norms are difficult to obtain and typically do not reflect all developmental skill levels.

4. **Why are entering kindergartners assessed over several weeks and not during the first week in school?** In order to learn more about the skills and dispositions of entering kindergartners, the assessment protocol for the data in this report takes into account the following:
    - Young children need a familiar and comfortable setting to show what they know and are able to do.
    - Teachers are looking for multiple sources of documentation of children's learning which are collected over a period of time.
    - The Work Sampling System™ (WSS) requires teachers to assess their students's performance in response to the instructional program during the first few weeks of school.

5. **What does the school readiness baseline information mean?** The information describes the skills, knowledge, and behaviors of children as they enter public school kindergarten programs. The assessment is based on performance indicators that define valid skills and competencies for that age group of children based on research and national standards of learning. The school readiness baseline information is broken into three categories displaying a range of skills, knowledge, and behaviors within a group of students (See Questions 6 to 8)

This information is designed to provide a profile on children's levels of readiness for parents, policymakers, schools, early care and education service providers (e.g., child care, Head Start, prekindergarten, etc.), community-based organizations, and the public at large. This information, in combination with other valuable data, will better inform those who are planning to improve the learning opportunities and services for young children.

6. **What does "full readiness" mean? Does it mean perfect scores?**
Full readiness means that students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
A student need not score "proficient" in all indicators within a domain or the composite to be rated at "full readiness". The top range of scores is considered "full readiness". (See *Introduction to Scoring* in Appendix B.)

7. **What does "approaching readiness" mean?**
Approaching readiness means that students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators. The middle range of scores is considered "approaching readiness." (See *Introduction to Scoring* in Appendix B.)

8. **What does "developing readiness" mean?**
Developing readiness means that students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators. The bottom range of scores is considered "developing readiness." (See *Introduction to Scoring* in Appendix B.)

9. **Is the information used to place children in special programs?** No. The kindergarten teacher uses the information on children for instructional planning in the classroom. Policymakers, program supervisors, and administrators can use the information from this report for program planning purposes.

10. **Is the information used to rate kindergarten teachers' performance?** No. This is used for program and instructional planning. Kindergarten teachers provide information about children as they enter kindergarten. The assessment information is not a reflection on their performance.

11. **How are teachers using the information?** The assessment information from the Work Sampling System™ (WSS) is used by classroom teachers with their students to:
    - modify instruction
    - group students by ability levels
    - provide instructional support for individual students

12. **How are school officials using the information?** School officials, including building administrators and school improvement teams, are able to look at a profile of readiness levels in a school's kindergarten program. This review of the data could impact program development, materials expenditures and staff training.

13. **How are county officials using the information?** As county officials consider the early education opportunities within the county and the funding necessary to provide a strong kindergarten program, this data will identify needs in order to make informed decisions. Service providers (e.g., child care, prekindergarten, homevisiting, or Head Start programs) that work with young children before they come to kindergarten can review the data to align their programs with kindergarten.

14. **How are state officials using the information?** State officials use this data to make informed decisions about the result area, *Children Entering School Ready to Learn*, for state policy and budget projections. Also, state officials use the data to facilitate the planning process at the local levels.

15. **How are parents using the information?** Kindergarten teachers share the assessment information with parents in the fall as part of regularly scheduled parent-teacher conferences. Sharing this information provides a profile of each child's needs and strengths and serves as communication to support children's learning both in school and at home.

16. **What safeguards have been put in place to make sure that the teacher ratings are reliable and valid?** The following features have been developed to ensure that the teacher information reflects a consistent application of the assessment protocol:
    - MSDE has developed a professional development program for all kindergarten teachers using expert consultants who have been trained and properly oriented. The program uses consistent training materials and evaluation forms to determine the effect of each professional development session. As a result of these efforts, teachers are improving their skills of observation, systematic documentation, and evaluation of students' learning.
    - MSDE has produced specified guidelines for rating students' performances.
    - During the professional development program, teachers' accuracy in rating students' skills and abilities is assessed.
    - After a national testing company scans the student assessment information, the data is reviewed and examined for irregularities or unusual performances.

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What Children Should Know and be Able to do When They Enter Kindergarten –
An example of skills, behaviors, and knowledge of school readiness

Introduction

Kindergarten students are active learners. In kindergarten classrooms, they solve problems, talk, draw, paint, build, dramatize, write, and read as they interact with their peers and with materials. Over time, teachers collect observations of students within the classroom setting and review the work that children produce in order to have documentation to support fair and accurate evaluations of student performance.

The assessment used is the Work Sampling System™ (WSS) that is nationally and internationally considered a state-of-the-art assessment system for early education. The WSS is not a conventional readiness test. It is not used to place students in particular programs. On the contrary, it is designed to support the learning of each student toward consistent expectations across seven curricular domains.

From September to late October 2001, teachers observed students' behaviors, documented their learning as they interacted with materials, and collected samples of their classroom work. During that time, they continually assessed kindergarten students on each of 30 performance indicators across the 7 curricular domains. At the same time, MSDE provided staff development for all kindergarten teachers, oriented them to the assessment protocol, and trained them in the use of the assessment system and standards-based instructional practices.

Within the first two weeks of November 2001, teachers reviewed their documentation and rated each student based on specific guidelines. They reflected on what they knew about each student before deciding which rating best described the student's performance at the time. Teachers either rated students "proficient," "in process," or "needs development."
The following WSS definitions for these ratings provide guidance to teachers:

- *Proficient* means that the child can reliably demonstrate the skills and behaviors represented by the performance indicator.
- *In process* implies that the skills and behaviors are intermittent and inconsistent
- *Needs development* indicates that the child cannot perform this indicator.

What are the typical skills and behaviors for children who are considered "fully ready?"
A student who consistently demonstrates skills, behaviors, and abilities, which are necessary to meet kindergarten expectations successfully, is considered "fully ready."

The following examples are based on the Work Sampling System (WSS)™ *Developmental Guidelines for Kindergarten* and represent only a sample of what full readiness in November might look like for the 30 WSS indicators across the following domains.

1. **Personal and Social Development.** This domain considers emotional and social competence. It describes children's sense of responsibility to themselves and others, how they feel about themselves and view others. It also refers to children's ability to interact with peers and adults and how they make decisions and solve social problems.

A student rated at *Full Readiness* in this domain might:

- choose consistently familiar classroom activities during center time.
- finish working on an assignment and take it to the "finished work" basket.
- accidentally tear a page of a book and helps the teacher repair it.
- ask another child, "What's your name?" then uses the name to begin a conversation.

2. **Language and Literacy.** This domain organizes language and literacy skills for listening, speaking, reading, and writing.

A student rated at *Full Readiness* in this domain might:

- ask the school nurse, "Are apples healthy to eat?" after listening to her talk about healthy foods.
- offers "box" to rhyme with "fox" or clap out syllables for one- or two-syllable names.
- use simple, but complete sentences when speaking (for example, when getting ready to go out to the playground, says "I want to find a worm.")
- use the pointer and lead a group reading a familiar rhyme or chant, moving the pointer from left to right and from top to bottom.
- get a book from the book corner to find out what to feed the ladybug found on the playground.
- cover a sheet of paper with letter-like symbols and letters while painting at the easel and say, for instance, "These letters are in my name."

3. **Mathematical Thinking.** The focus of this domain centers on children's approaches to mathematical thinking and problem solving. Children think in patterns, understand relationship among objects, and organize objects and ideas.

A student rated at *Full Readiness* in this domain might:

- try unsuccessfully to fit two different blocks into a space while building a structure, then "measure" the space with hands and match length to a block that fits.
- move around the circle and count each of 12 girls in the classroom to supply information for the "Girl and Boy Graph".
- use red and yellow inch cubes to create an ABAB pattern around the edge of a table.
- find three different types of solid rectangles on the block shelf and say, "These are all rectangles."

4. **Scientific Thinking.** The focus of this domain in on the children's active involvement in the scientific method through hands-on activities that encourage active investigation of the natural and physical world.

A student rated at *Full Readiness* in this domain might:

- ask some "Why?" questions (for example, "Why are there always worms on the sidewalk when it rains?").
- look at skin with a magnifier and say, "I never knew we had little lines in our skin."
- watch a demonstration of boiling water and tell the teacher, "It's disappearing into the air."
- wonder aloud while watching a worm, "What happens to worms in the winter? Do they move inside houses?"

5. **Social Studies.** The emphasis of this domain is on the gaining of understanding of human interdependence and the relationships between people and the environment. Study of present day and historical topics encourage the acquisition of social and cultural understanding.

   A student rated at *Full Readiness* in this domain might:
   - look at a book about people from many parts of the world and talk about obvious differences in hair styles, clothing, and gender.
   - make a booklet called "Jobs" and draw pictures representing some details about three jobs.
   - offer, "We could find out on the computer," when someone wonders how to learn about whales.
   - take part in a discussion about clean-up time and say, "If we don't clean-up, the room will get messier and messier."

6. **The Arts.** This domain considers how children express their understanding and appreciation for the arts. Through children's engagement with dance, dramatics, music and visual arts, they are able to express what they know and understand of the arts, culture, and history.

   A student rated at *Full Readiness* in this domain might:
   - "perform" a duet for the class with a friend while playing the tambourine.
   - dance to music, changing motions when the mood or tempo of the music changes.
   - use clay, paint, markers, etc. with a purpose in mind (for example, says, "I'm going to paint a storm today.").
   - after visiting an art museum, say, "My favorite one was the painting of the red bird."

7. **Physical Development and Health.** This domain emphasizes physical development as an essential part of a child's well-being. Gross motor skills relate to children's ability to control, balance, and coordinate body movement. Fine motor skills lay the foundation for writing, artistic expression, and self-care (e.g., tying shoes). Another component encourages children's understanding and managing their health and safety.

   A student rated at *Full Readiness* in this domain might:
   - move quickly in all directions during a game of dodge ball.
   - work on a frameless puzzle, using the picture on the box cover as a guide.
   - hang up coat and put knapsack in cubby upon arriving at school.
   - contribute appropriate ideas to a class list of healthy snacks (for example, apples and cheese).

Appendix A:

Work Sampling System (WSS)
Kindergarten Checklist: Selected Performance Indicators for School Readiness Baseline Information

Work Sampling System (WSS) Kindergarten Checklist: Selected Performance Indicators for School Readiness Baseline Information

Introduction: The Maryland Model for School Readiness (MMSR) uses the Work Sampling System (WSS) Kindergarten Checklist to assess entering kindergartners' readiness levels. A selected set of 30 WSS indicators across seven curricular domains describe skills, behaviors, and knowledge of children who are entering kindergarten. The 30 WSS indicators below are briefly described. Teachers systematically observe their students, document their learning, and rate their competencies using specific WSS Kindergarten Developmental Guidelines associated with these indicators.

I Social and Personal

SELF-CONCEPT	
Shows initiative and self-direction	Independence in thinking and action enables children to take responsibility for themselves. Most five year olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks.
SELF-CONTROL	
Follows classroom rules and routines.	Children who are successful within a group know and accept the rules established for that particular group.
Uses classroom materials purposefully and respectfully.	One of the major challenges of school for five year olds is learning how to care for classroom materials. With some reminders, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them.
INTERACTION WITH OTHERS	
Interacts easily with one or more children.	Kindergarten children are beginning to play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively.

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LISTENING	
Gains meaning by listening.	Young children are actively involved in learning about their world by watching and listening. At five years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos.
Demonstrates beginning phonemic awareness.	With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, sounds within syllables.
SPEAKING	
Speaks clearly and conveys ideas effectively.	During kindergarten, children begin to understand how to express their ideas in group discussions as well as in one-to-one conversations.
READING	
Shows some understanding of concepts about print.	Kindergartners realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way.
Comprehends and responds to fiction and non-fiction text.	Kindergartners demonstrate their understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time.
WRITING	
Uses letter-like shapes, symbols, letters, and words to convey meaning.	Children begin using drawings to convey ideas, adding letters or words randomly to their written communication.

III Mathematical Thinking

MATHEMATICAL PROCESSES	
Begins to use and explain strategies to solve mathematical problems.	Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions.
NUMBERS AND OPERATIONS	
Shows understanding of number and quantity.	Kindergarten children can count objects to at least 20; many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities.
PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
Recognizes, duplicates and extends patterns.	Kindergartners can recognize, create, copy, and extend simple patterns using concrete objects, sounds and physical movements.
GEOMETRY AND SPATIAL RELATIONS	
Recognizes and describes some attributes of shapes.	As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form.

IV Scientific Thinking

INQUIRY	
Seeks information through observation, exploration, and descriptive investigations.	As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses.
Uses simple tools and equipment to extend the senses and gather data.	Although kindergarteners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers.

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PHYSICAL SCIENCE	
Identifies, describes, and compares properties of objects.	With prompts from the teacher, five year olds notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float.
LIFE SCIENCE	
Observes and describes characteristics, basic needs, and life cycles of living things.	Kindergartners can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area.

V Social Studies

PEOPLE, PAST AND PRESENT	
Identifies similarities and differences in people's characteristics, habits, and living patterns.	Kindergartners develop self-identity by comparing themselves with others.
HUMAN INTERDEPENDENCE	
Describes some people's jobs and what is required to perform them.	Young children are ready to examine their communities and explore the many roles people fill in helping each other live.
Begins to be aware of technology and how it affects life.	Kindergartners are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers).
CITIZENSHIP AND GOVERNMENT	
Demonstrates awareness of the reasons for rules.	Children's understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them.

V The Arts

EXPRESSION AND REPRESENTATION	
Participates in group music experiences.	Young children enjoy singing, making up silly and rhyming verses, using instruments, learning finger plays, and using music to tell stories and express feelings.
Participates in creative movement, dance, and drama.	Young children are very active and need opportunities to move and stretch their bodies.
Uses a variety of art materials to explore and express ideas and emotions.	Kindergartners need and enjoy opportunities to explore using a variety of art materials.
UNDERSTANDING AND APPRECIATION	
Responds to artistic creations or events	Kindergartners are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument.

VII Physical Development and Health

GROSS MOTOR DEVELOPMENT	
Moves with balance and control.	Young children are very active, seeming to be in constant motion. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet.
FINE MOTOR DEVELOPMENT	
Uses eye-hand coordination to perform tasks effectively.	Kindergartners are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision.
PERSONAL HEALTH AND SAFETY	
Performs self-care tasks competently.	Kindergartners are quite competent about taking care of their own physical needs and often volunteer to help classmates who are struggling with buttons and laces.
Shows beginning understanding of and follows health and safety rules.	Kindergartners are interested in health and safety issues, especially when these relate to their own experiences.

Based upon the Work Sampling System® by Rebus Inc./Pearson. All adaptations to Work Sampling System by the State of Maryland are the property of Rebus, Inc./Pearson

Appendix B

- **Introduction to Scoring**
- **Presentation of School Readiness Baseline Information**
- **Definitions**
- **School Readiness Baseline Information for the:**

  State of Maryland

  24 Local School Systems

  Edison Schools

Introduction to Scoring

The scoring of the 30 selected Work Sampling System (WSS) indicators for kindergarten, representing 7 curricular domains, was done by classroom teachers assigning one of three ratings, *Proficient, In Process* or *Needs Development*, in each of 4 indicators within six domains and 6 indicators within the domain, Language and Literacy. Thus a student would be evaluated as to readiness in 30 specific behaviors that are aggregated into the domains of Social and Personal, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development. In addition, a composite score, representing all seven domains, was created. The follow steps were taken to create a new scale that would allow some fluctuation in the scoring reliability and make the data easier to interpret.

1. Each of the scores at the indicator level was given the following values.
   - Proficient = 3
   - In Process = 2
   - Needs Development = 1

2. The sum is calculated for the values of 4 indicators from 6 of the domains and the values of 6 indicators from the domain *Language and Literacy*.

3. The sums were then divided into three readiness levels.
   For *Language and Literacy* with 6 indicators:
   - Full Readiness = sums of 18, 17, 16 & 15
   - Approaching Readiness = 14, 13, 12, 11 & 10
   - Developing Readiness = 9, 8, 7 & 6

   For each of the 6 domains with 4 indicators:
   - Full Readiness = sums of 12, 11 & 10
   - Approaching Readiness = sums of 9, 8 & 7
   - Developing Readiness = 6, 5 & 4

4. The following definitions were developed for the readiness levels.
   - **Full Readiness:** Students consistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully.
   - **Approaching Readiness:** Students inconsistently demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require targeted instructional support in specific domains or specific performance indicators.
   - **Developing Readiness:** Students do not demonstrate skills, behaviors, and abilities which are needed to meet kindergarten expectations successfully and require considerable instructional support in several domains or many performance indicators.

5. A similar process allows for all indicator values to be summed across domains to create composite values. Three readiness levels are defined using the following values:
   - Full Readiness = sums of 71 through 90
   - Approaching Readiness = sums of 50 through 70
   - Developing Readiness = sums of 30 through 49

The school baseline information is being reported in terms of full, approaching, and developing readiness levels.

Presentation of School Readiness Baseline Information

The baseline information for the State of Maryland[1] and each of the local school systems as well as the Edison Schools are provided on three charts and one table. In addition, local school systems received school readiness baseline information for each of their elementary schools.

The first chart provides the percentage of students for each readiness level in each of the seven domains as well as the composite of the domains. The bar graphs describe the percentages of entering kindergarten students whose scores fall into any of the three readiness levels (i.e., full, approaching, or developing readiness levels).

The second page with the table provides the disaggregation of the baseline information for each of the seven domains and the composite of the domains by the following demographic variables:

- Race/ethnicity
- Gender
- Prior care
- Students with disabilities in special education
- Students with limited English proficiency
- Students enrolled in the free and reduced priced meals program

The two charts on the third and fourth pages describe the *composite scores*, which appear on the right hand side of the previous table, and present them as bar graphs.

Appendix C provides the results of statistical tests analyzing the relationship between the school readiness levels and the demographic variables.

For additional information contact:

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Division of Instruction
Early Learning Section
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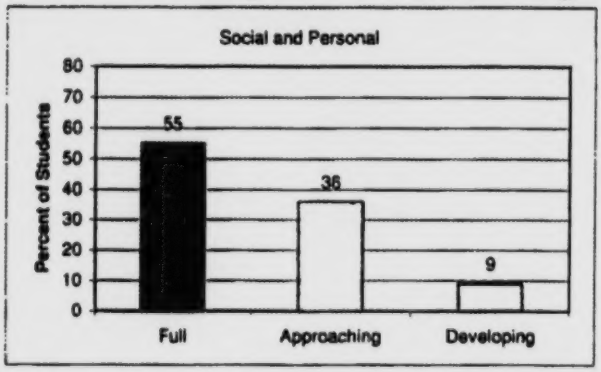
Baltimore, MD 21201
410-767-0335
lscott@msde.state.md.us

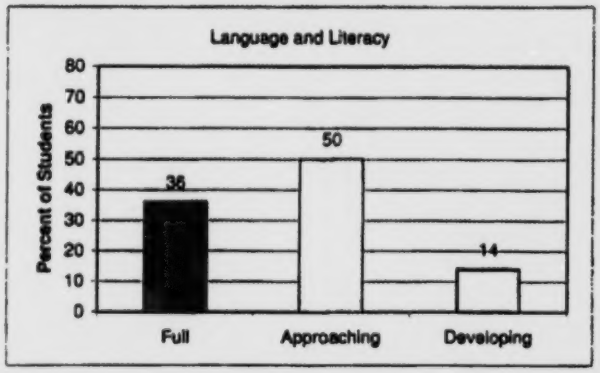
[1] Harford County Public Schools information was not included in the baseline information for the State of Maryland.

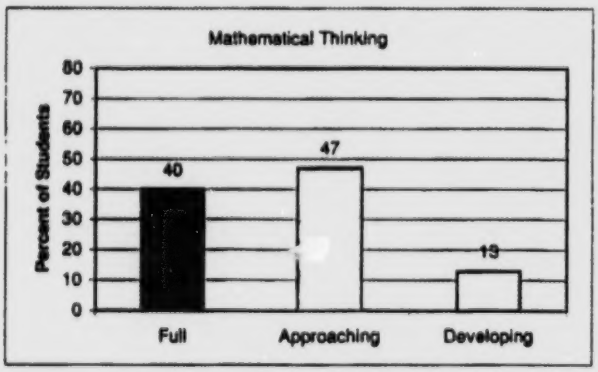
Definitions

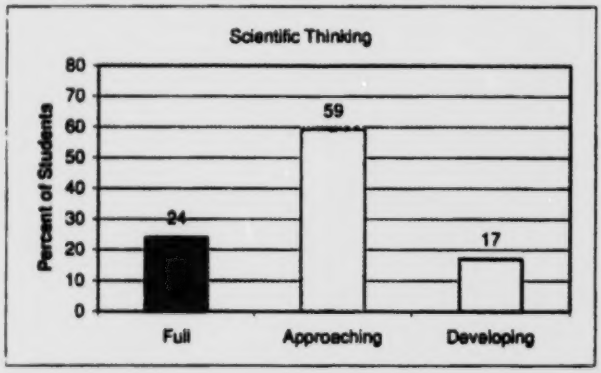
- **Composite Score.** The ratings for the seven domains are combined to give an overall measure of school readiness.
- **Prior Care.** The categories of early care and education are considered as they impact on school readiness. The prior care types are as follows:
    1. **Head Start.** A federal pre-school program for 2 to 5 year olds from low income families; funded by the US Department of Health and Human Services and licensed by the Maryland Department of Human Resources/Child Care Administration and/or local boards of education.
    2. **Prekindergarten.** Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).
    3. **Child Care Center.** Child care provided in a facility, usually non-residential, for part or all of the day that provides care to children in the absence of the parent. The centers are licensed by the Maryland Department of Human Resources/Child Care Administration.
    4. **Family Child Care.** Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Family child care is regulated by the Maryland Department of Human Resources/Child Care Administration.
    5. **Non-Public Nursery School.** Pre-school programs with an "education" focus for 3 and 4 year olds; approved or exempted by the MSDE; usually part-day, nine months a year.
    6. **Home/Informal Care.** Care by parent(s) or a relative.
- **Students Receiving Special Services.** The following categories of special services are reported for the Kindergarten students.
    - **Limited English Proficient (LEP).** Students who are not born in the United States (US) or whose native language is a language other than English or no age appropriate ability to understand, speak, read, or write English.
    - **Special Education.** Students with disabilities who receive special education services and have a current Individualized Education Plan (IEP).
    - **Free or Reduced Priced Meals.** Students whose applications meet family size and income guidelines for receiving free or reduced priced meals based on the United State Department of Agriculture (USDA) guidelines.

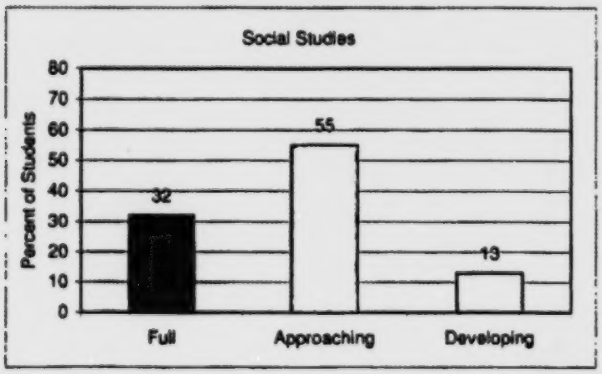
Maryland - Percentage of Kindergarten Students

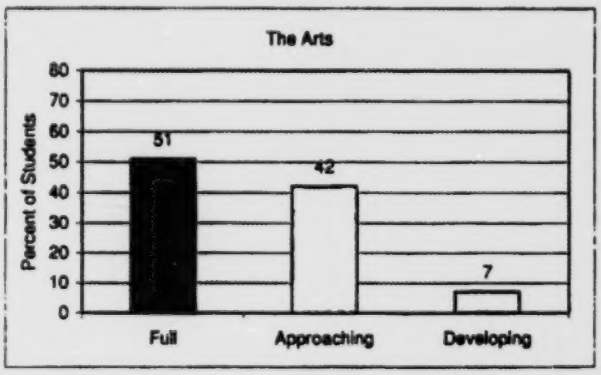


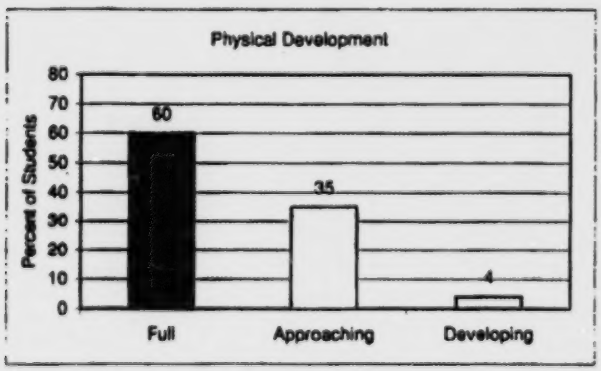


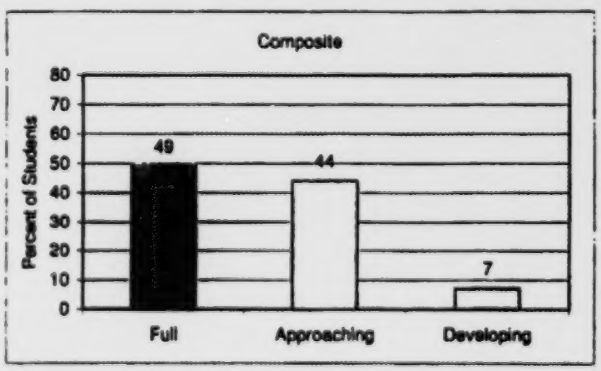












Maryland - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	52	41	7	37	49	14	37	49	14	20	60	20	28	57	15	47	43	9	60	34	6	44	50	6
Asian/Pacific Islander	64	30	5	43	44	13	50	40	10	28	56	16	35	52	13	57	37	6	71	27	2	55	40	5
African American	43	44	13	28	55	18	28	54	18	15	62	23	21	61	18	44	47	9	52	42	6	37	53	11
White	62	32	6	43	47	10	49	42	9	30	59	11	41	52	8	56	38	5	65	32	3	56	39	5
Hispanic	53	38	9	25	48	27	29	49	22	17	55	28	22	53	25	49	43	8	61	34	5	39	49	12
Gender																								
Male	47	41	12	32	51	17	38	47	15	23	59	18	30	55	15	44	47	9	55	39	6	43	48	9
Female	63	32	6	40	48	11	42	46	11	25	60	15	35	55	11	59	36	4	66	31	3	54	41	6
Prior Care																								
Child Care Center	49	41	10	34	55	11	37	52	10	22	65	13	29	61	10	48	46	6	58	39	4	45	49	6
Family Child Care	53	36	11	33	50	17	36	48	16	21	58	21	32	52	17	51	42	7	58	36	6	45	46	10
Head Start	51	38	11	30	52	18	35	49	16	20	60	21	26	59	16	50	43	7	59	37	4	43	49	9
Home / Informal Care	49	40	11	27	50	23	30	49	21	17	58	25	26	55	19	47	44	9	55	39	6	39	49	12
Non-Public Nursery	70	26	4	55	41	5	59	36	4	37	57	6	48	47	4	64	33	3	72	26	2	67	31	2
Prekindergarten	54	37	9	35	51	14	40	47	13	22	59	19	31	55	13	49	42	8	59	36	5	47	45	8
Special Education																								
Yes	39	42	18	19	51	30	25	49	27	14	54	32	22	50	28	37	46	17	42	44	14	30	50	20
No	55	37	9	37	50	14	40	47	13	24	60	17	32	55	12	52	42	7	61	35	4	48	44	7
Limited English Proficiency																								
Yes	50	39	11	22	51	27	28	49	23	16	54	30	20	53	28	44	45	10	57	36	6	35	51	14
No	55	36	9	37	49	14	41	46	13	24	59	17	33	54	13	52	41	7	60	35	5	49	44	8
Free and Reduced Price Meals																								
Yes	43	44	13	24	55	21	25	54	21	14	61	25	20	60	20	42	49	9	52	42	6	34	55	12
No	58	34	8	40	48	12	44	44	11	26	59	15	36	53	11	54	40	6	62	34	4	52	41	7

* = fewer than 5

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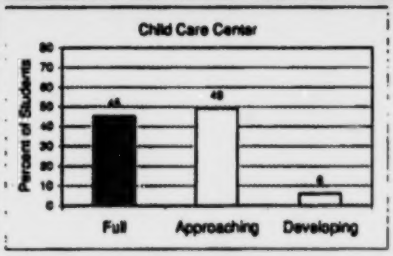
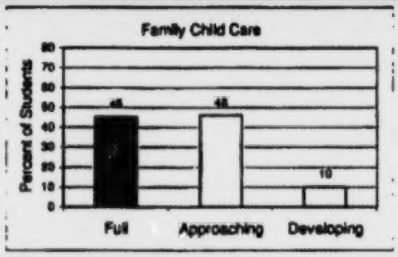
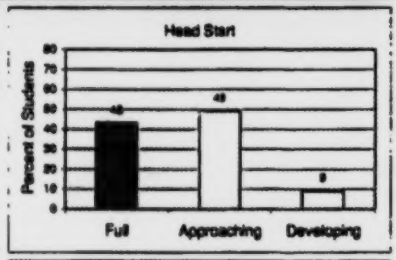
Maryland 2001-2002

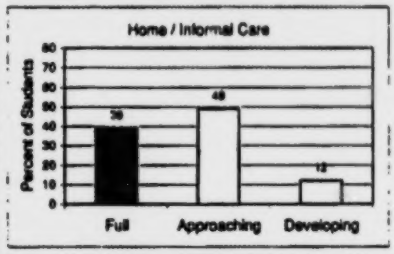
Disaggregated Data by Prior Care

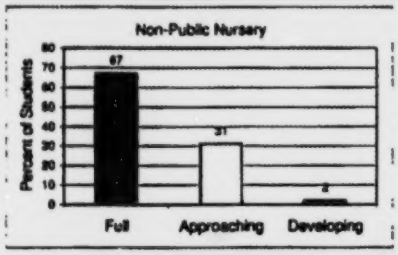
Entering Kindergarten

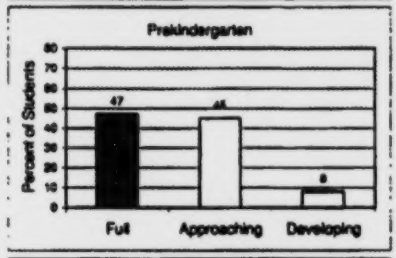












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

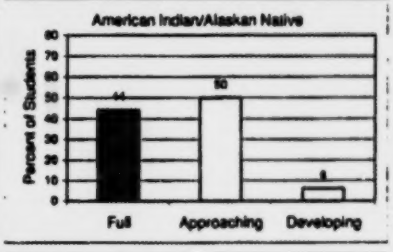
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

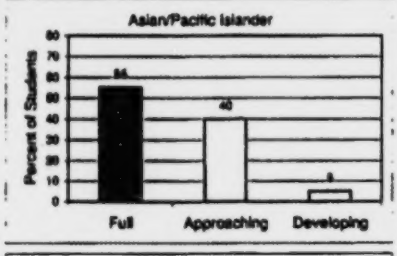
Prekindergarten

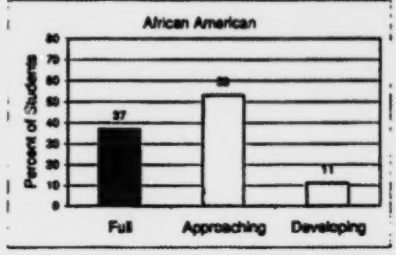
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

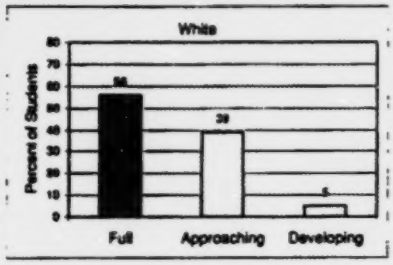
Disaggregated Data by Race / Ethnicity

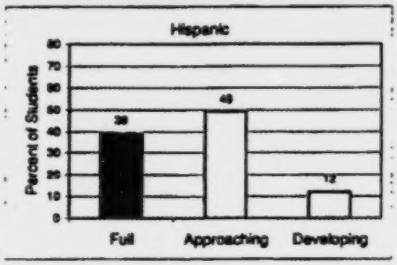
Entering Kindergarten







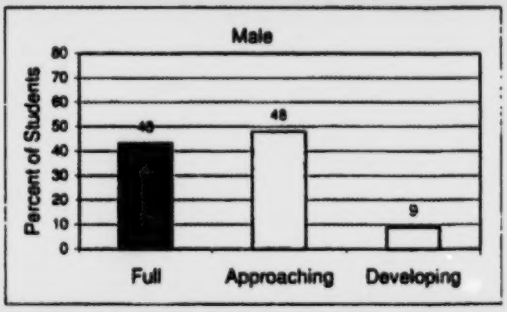


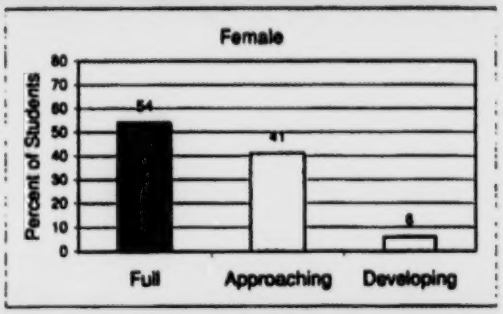


Maryland 2001-2002

Disaggregated Data by Gender

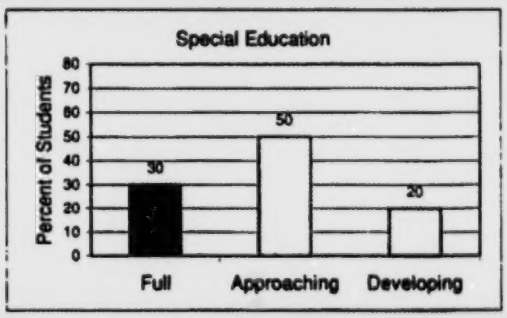
Entering Kindergarten

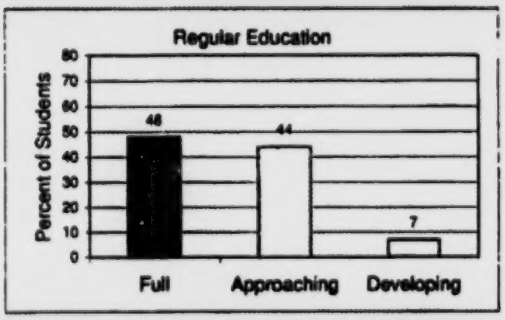




Disaggregated Data by Special Education

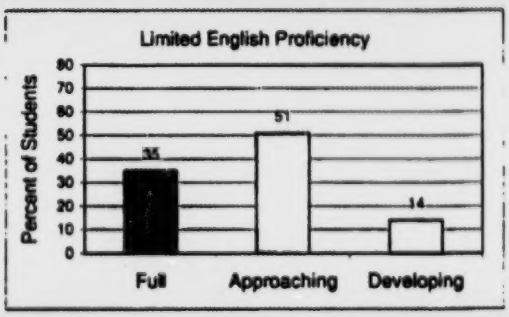
Entering Kindergarten

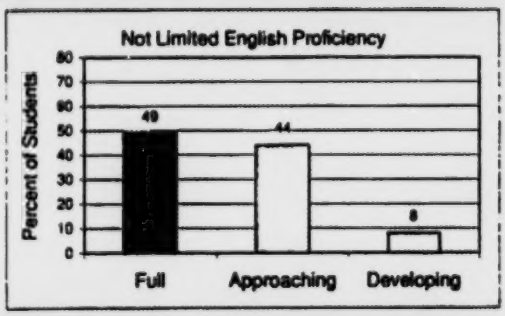




Disaggregated Data by Limited English Proficiency

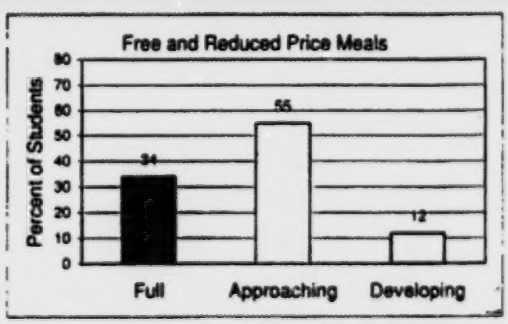
Entering Kindergarten

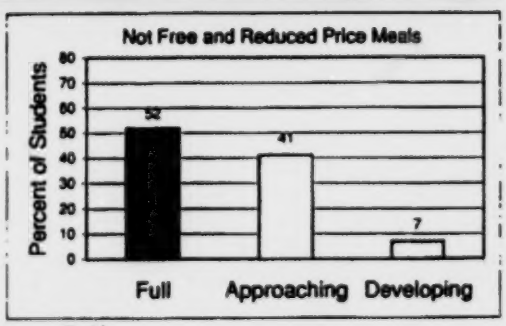




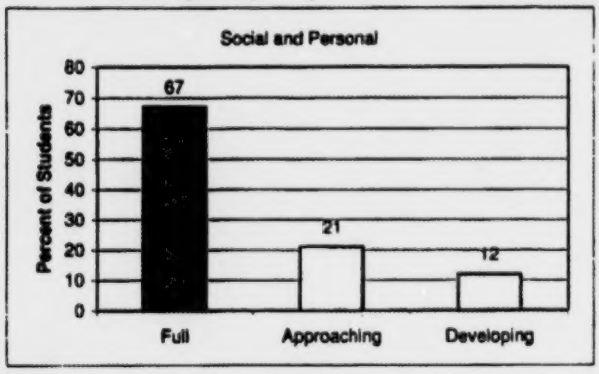
Disaggregated Data by Free and Reduced Price Meals

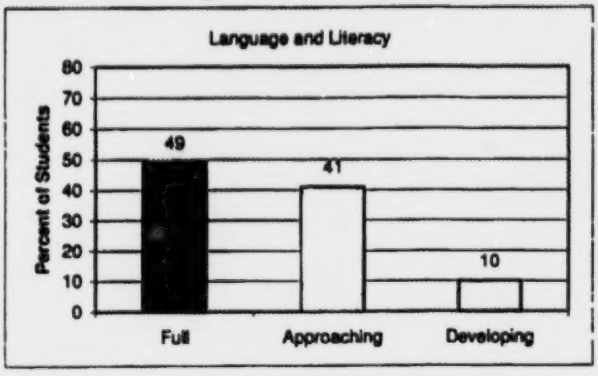
Entering Kindergarten

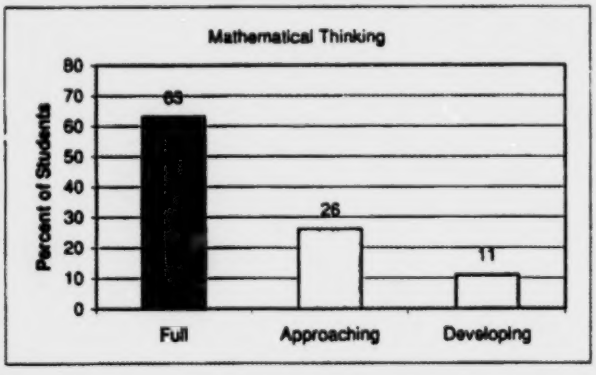


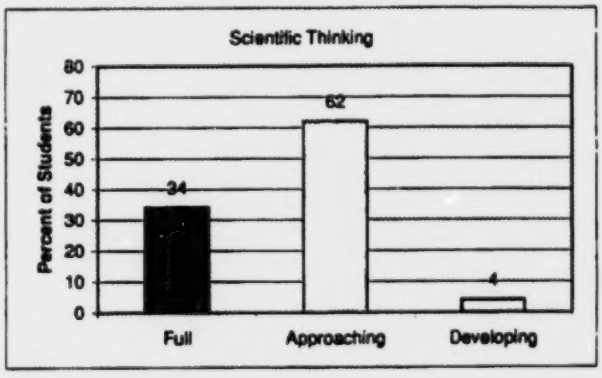


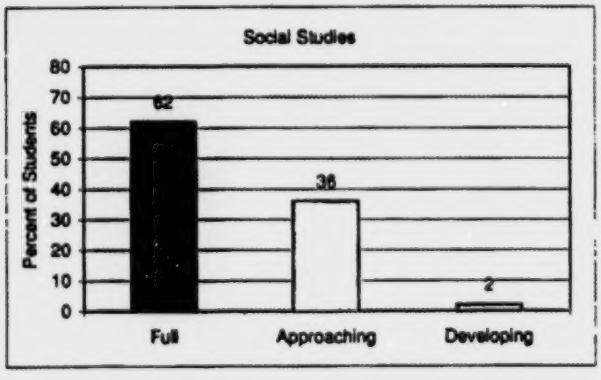
Allegany County - Percentage of Kindergarten Students

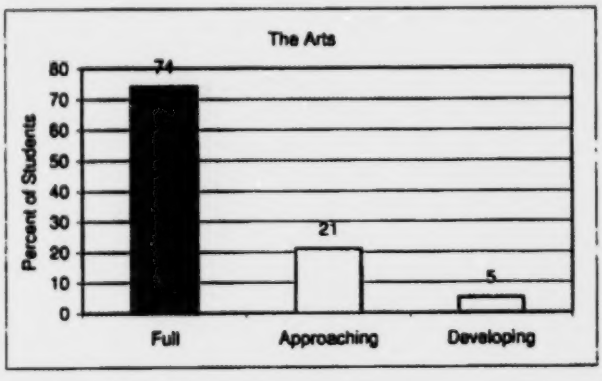


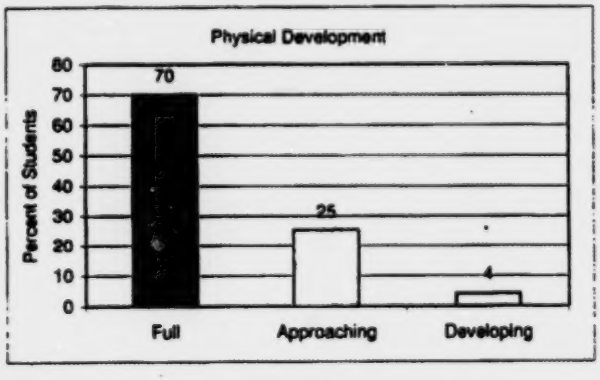


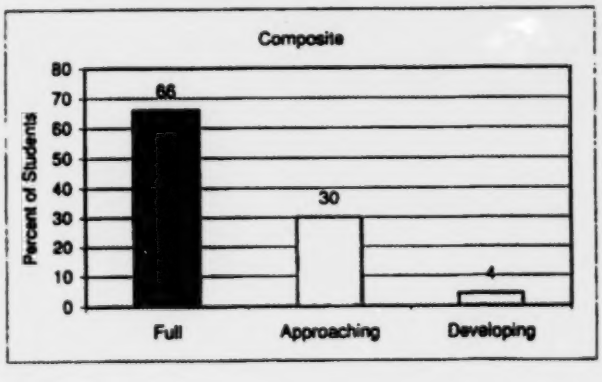












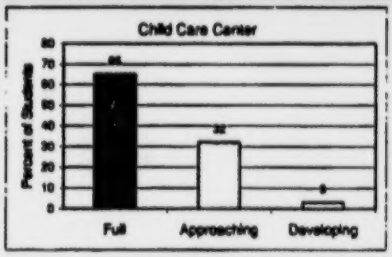
Allegany County - Percentage of Kindergarten Students

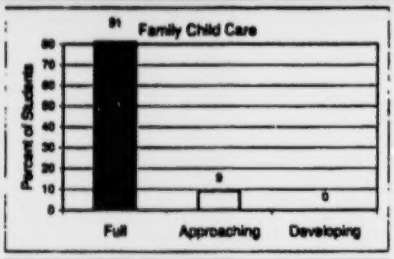
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	40	40	20	40	40	20	60	40	0	20	80	0	60	40	0	40	40	20	80	0	20	60	40	0
African American	54	21	25	46	36	18	54	32	14	25	68	7	43	54	4	61	21	18	57	32	11	57	29	14
White	68	21	11	49	42	9	63	26	11	34	62	4	62	35	2	75	21	4	71	25	4	66	30	4
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	58	24	17	45	43	13	62	26	12	36	59	5	58	40	2	72	21	7	65	29	6	60	34	6
Female	78	17	5	54	40	7	63	27	10	31	65	3	66	32	2	77	20	2	77	20	3	72	25	3
Prior Care																								
Child Care Center	70	22	8	46	43	11	59	22	19	24	76	0	59	41	0	73	27	0	70	30	0	65	32	3
Family Child Care	73	27	0	64	36	0	82	18	0	45	55	0	91	9	0	100	0	0	91	9	0	91	9	0
Head Start	46	21	33	29	47	23	42	37	21	18	69	13	41	50	9	58	28	14	54	31	15	41	45	14
Home / Informal Care	65	23	12	42	44	13	51	36	13	26	69	5	58	39	3	75	21	4	67	27	6	60	35	6
Non-Public Nursery	74	20	5	57	40	2	74	19	6	37	61	2	71	28	1	82	17	1	81	19	0	78	21	1
Prekindergarten	74	18	8	57	37	6	72	20	8	44	55	2	67	32	1	77	19	4	73	24	3	74	24	2
Special Education																								
Yes	47	28	25	19	55	26	45	37	18	26	61	13	39	51	10	54	32	14	44	43	13	39	45	16
No	71	20	9	55	39	6	66	24	10	35	62	2	66	33	1	79	19	3	75	22	3	71	27	2
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	67	21	12	49	41	10	63	26	11	34	62	4	62	36	2	75	21	5	70	25	4	66	30	4
Free and Reduced Price Meals																								
Yes	59	25	16	40	44	16	53	31	17	30	63	7	52	44	4	67	25	8	62	32	7	55	38	7
No	77	17	6	59	39	3	74	21	5	38	61	1	72	27	1	83	16	1	80	19	2	78	21	1
* = fewer than 5																								

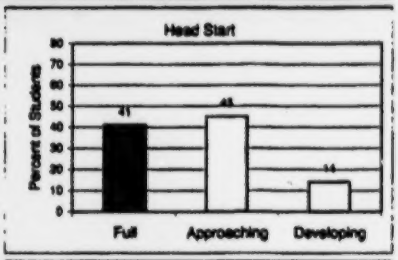
Allegany County 2001-2002

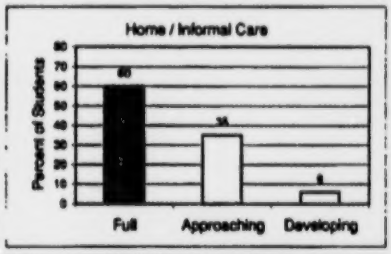
Disaggregated Data by Prior Care

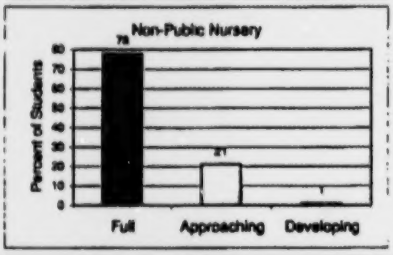
Entering Kindergarten

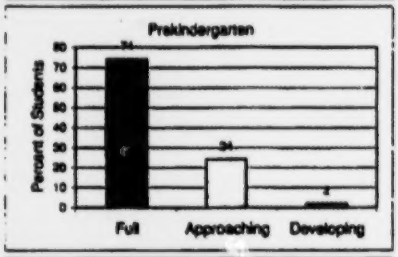












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

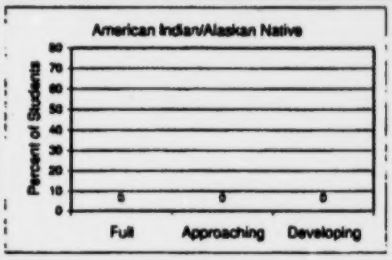
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

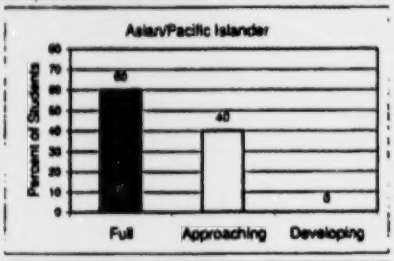
Prekindergarten

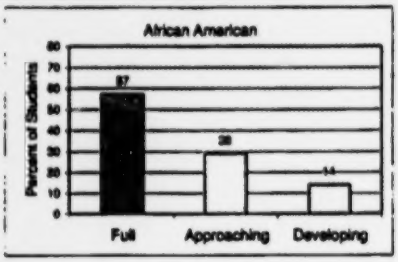
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

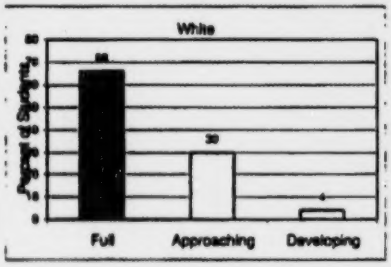
Disaggregated Data by Race / Ethnicity

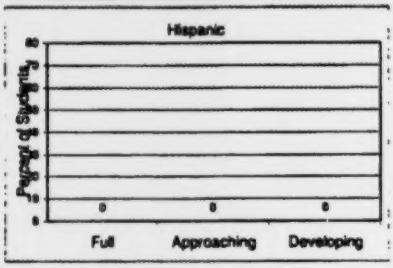
Entering Kindergarten







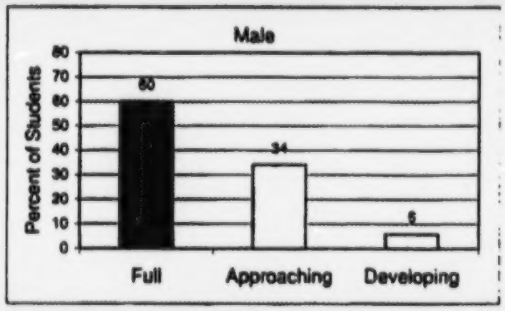


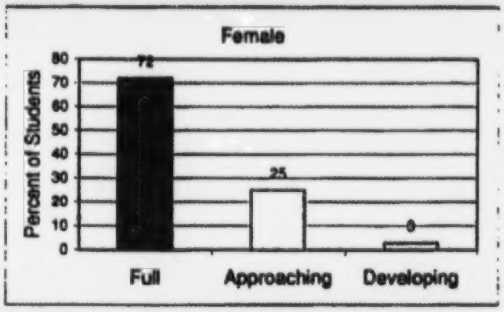


Allegany County 2001 - 2002

Disaggregated Data by Gender

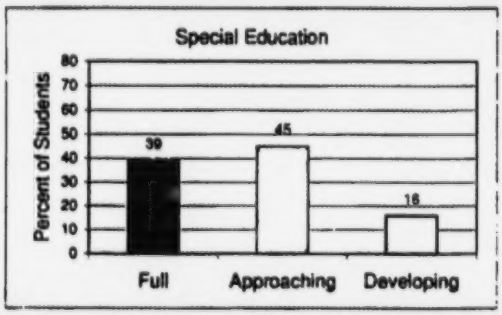
Entering Kindergarten

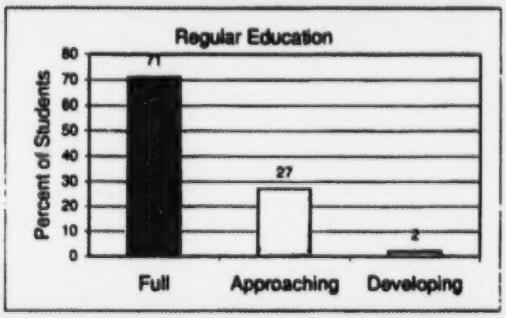




Disaggregated Data by Special Education

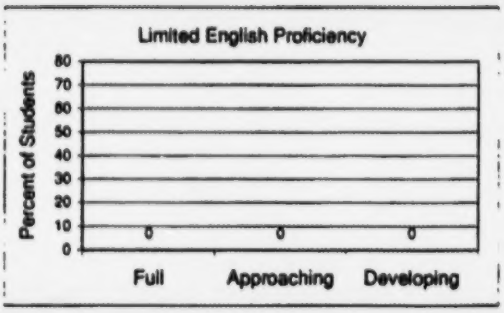
Entering Kindergarten

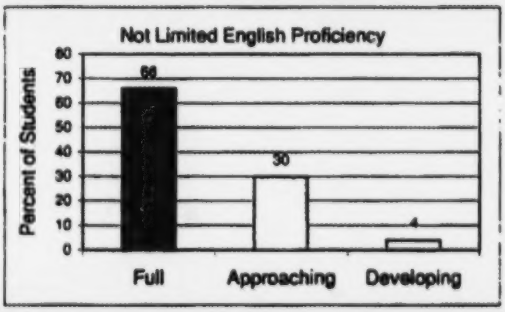




Disaggregated Data by Limited English Proficiency

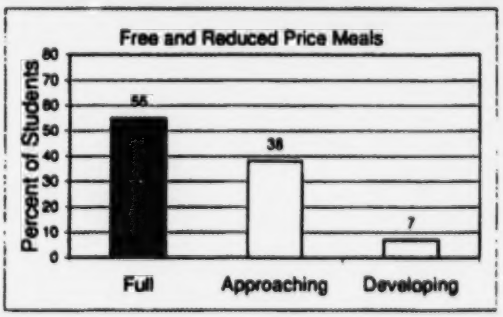
Entering Kindergarten

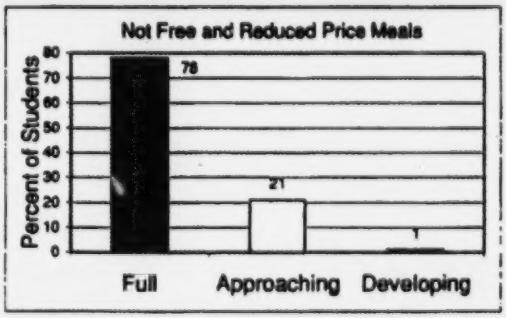




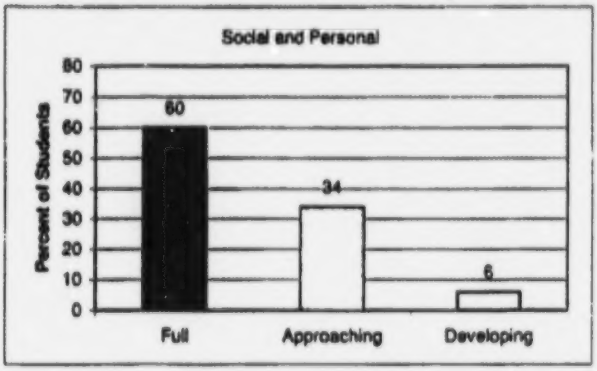
Disaggregated Data by Free and Reduced Price Meals

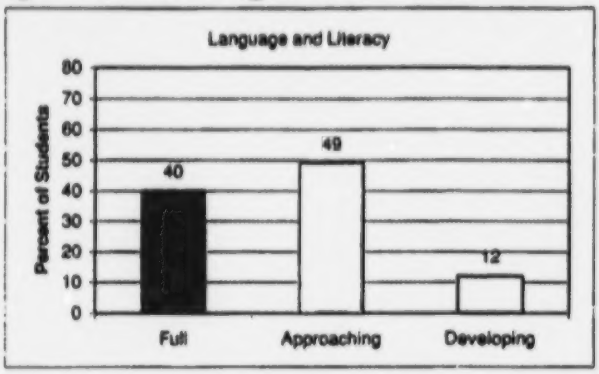
Entering Kindergarten

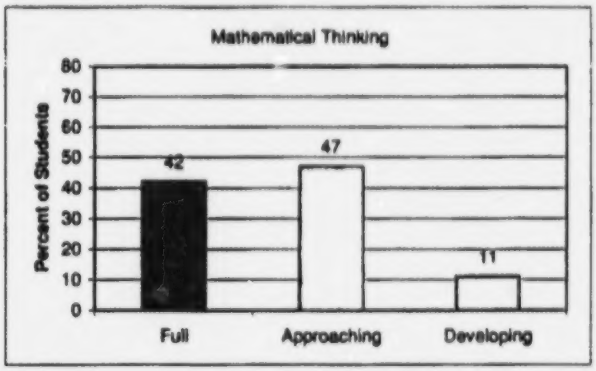


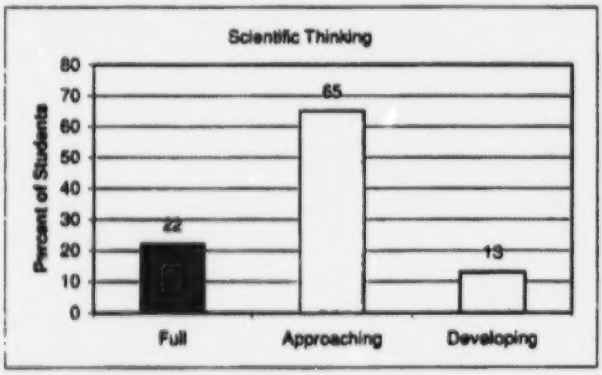


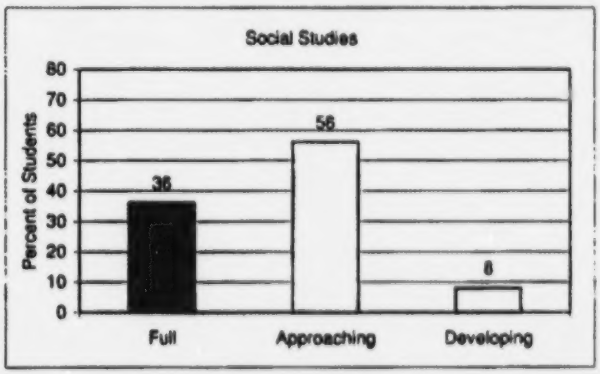
Anne Arundel County - Percentage of Kindergarten Students

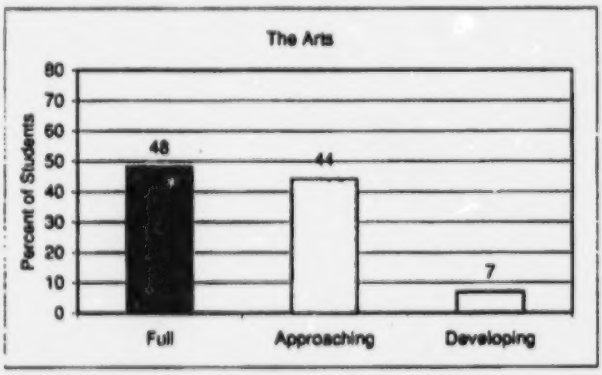


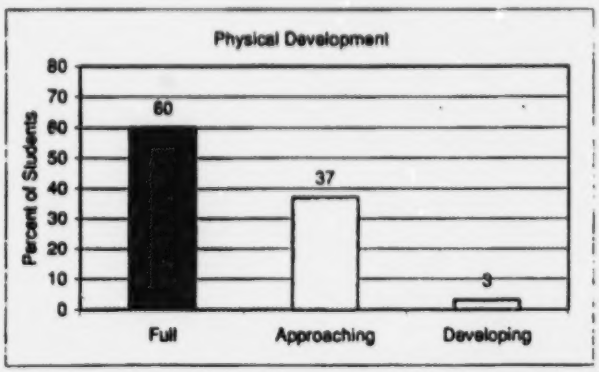


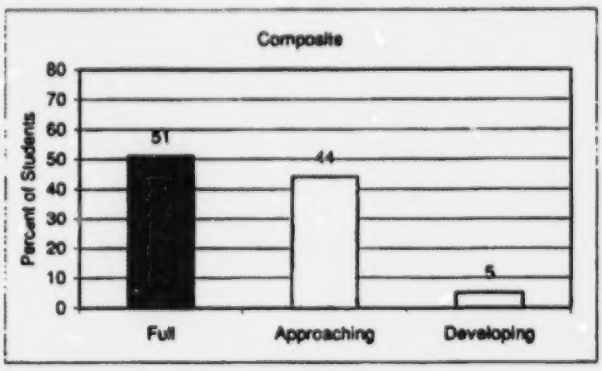












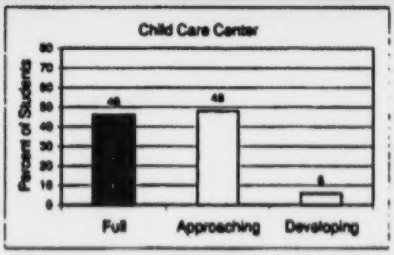
Anne Arundel County - Percentage of Kindergarten Students

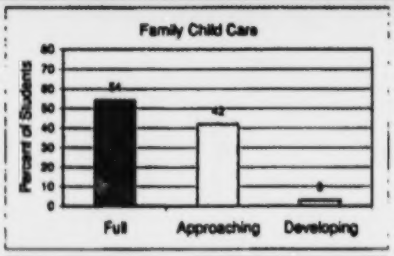
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	40	40	20	40	40	20	40	20	40	0	60	40	0	60	40	20	40	40	40	20	40	40	20	40
Asian/Pacific Islander	66	32	2	43	45	13	40	45	15	16	65	19	33	53	14	48	42	10	65	33	2	47	47	6
African American	51	38	11	30	53	17	30	51	19	16	65	19	26	61	13	45	46	9	55	41	4	40	52	8
White	62	33	5	42	48	10	45	46	9	24	65	11	38	55	7	49	44	7	60	37	3	54	41	4
Hispanic	49	45	6	22	47	30	28	44	28	17	53	30	34	44	21	39	51	9	69	26	5	37	50	12
Gender																								
Male	50	40	9	34	51	14	40	47	13	21	64	15	33	57	10	37	53	11	52	43	5	44	49	7
Female	69	28	3	45	46	9	44	47	9	23	66	11	38	55	6	60	36	4	67	31	2	58	38	4
Prior Care																								
Child Care Center	56	37	7	36	54	10	42	49	9	16	71	13	32	61	7	46	45	9	56	40	3	46	48	6
Family Child Care	66	27	7	42	49	9	46	48	7	23	67	10	40	55	5	50	42	7	66	33	1	54	42	3
Head Start	45	42	13	20	57	23	23	51	26	13	66	20	22	64	14	45	43	12	54	42	4	30	58	12
Home / Informal Care	51	40	9	24	53	23	26	51	23	11	65	24	21	61	18	38	49	13	47	47	6	36	52	12
Non-Public Nursery	70	27	3	56	39	5	56	40	4	36	60	4	50	47	2	58	39	4	69	29	1	67	32	1
Prekindergarten	57	37	6	36	53	11	39	50	11	19	68	15	33	58	9	47	47	6	60	37	3	48	48	4
Special Education																								
Yes	51	37	11	32	54	14	36	50	14	16	65	20	31	51	17	40	47	13	52	38	10	43	48	9
No	60	34	6	40	48	12	42	47	11	23	65	13	36	56	8	49	44	7	60	37	3	51	43	5
Limited English Proficiency																								
Yes	63	24	13	16	35	49	21	34	45	5	46	49	24	42	34	46	41	13	67	31	3	32	53	15
No	59	34	6	40	49	11	42	47	11	22	65	13	36	56	8	48	44	7	60	37	3	51	44	5
Free and Reduced Price Meals																								
Yes	52	39	9	26	56	18	26	52	23	16	63	22	28	57	15	38	53	9	62	34	4	36	54	10
No	60	34	6	41	48	11	43	47	10	23	65	12	36	56	8	49	44	7	60	37	3	52	43	5
* = fewer than 5																								

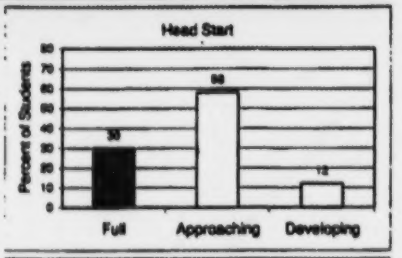
Anne Arundel County 2001-2002

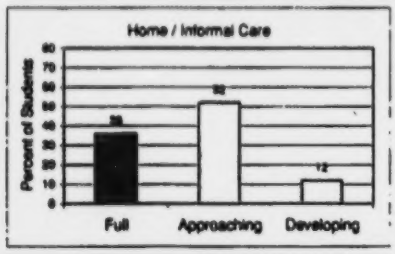
Disaggregated Data by Prior Care

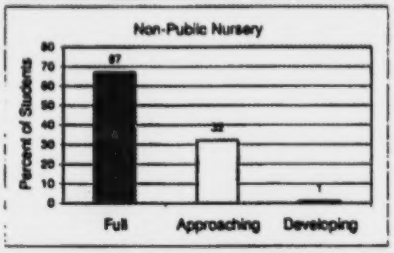
Entering Kindergarten

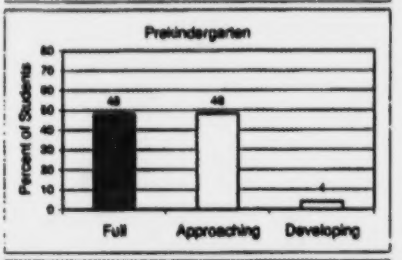












Child Care Center

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Family Child Care

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Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

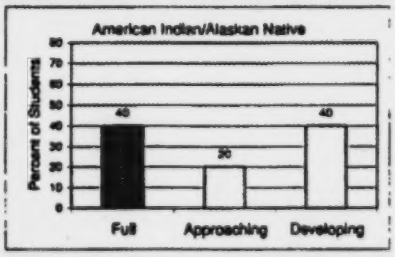
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

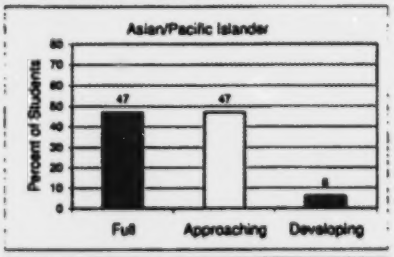
Prekindergarten

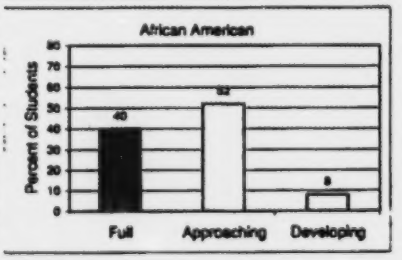
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

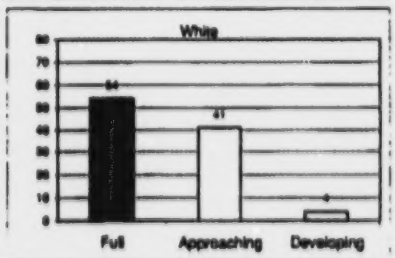
Disaggregated Data by Race / Ethnicity

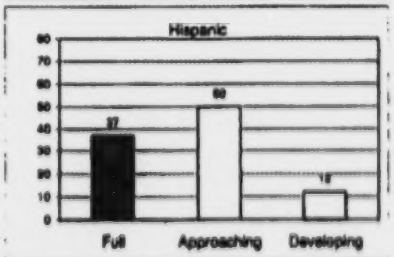
Entering Kindergarten







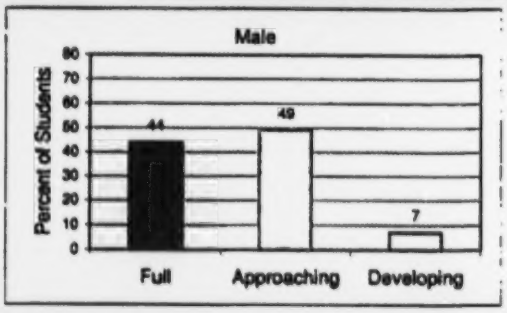


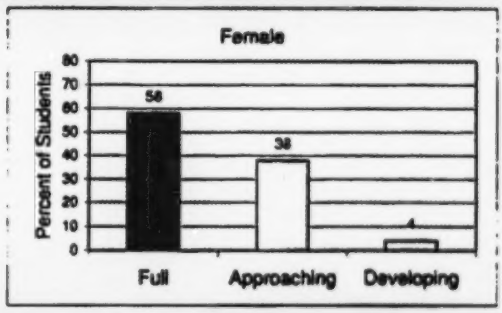


Anne Arundel County 2001-2002

Disaggregated Data by Gender

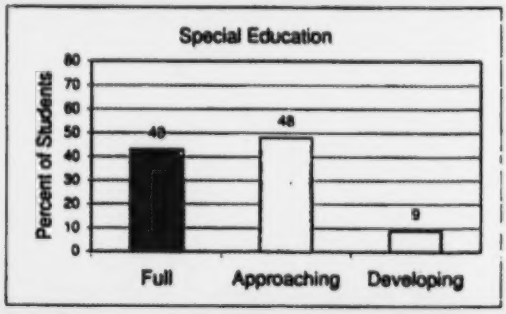
Entering Kindergarten

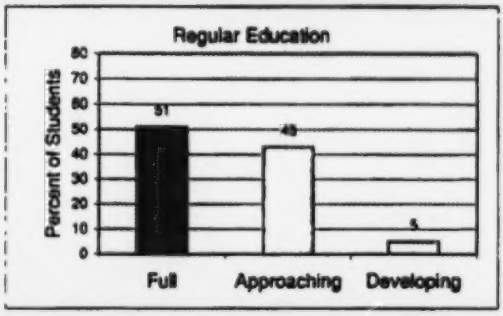




Disaggregated Data by Special Education

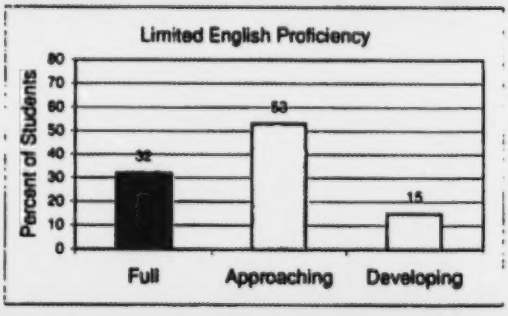
Entering Kindergarten

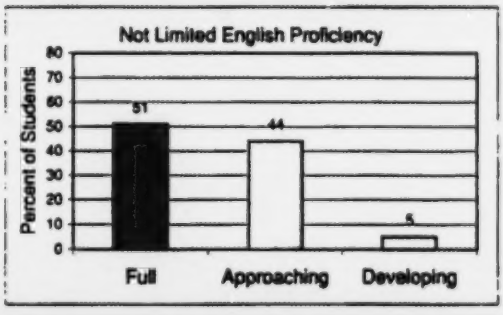




Disaggregated Data by Limited English Proficiency

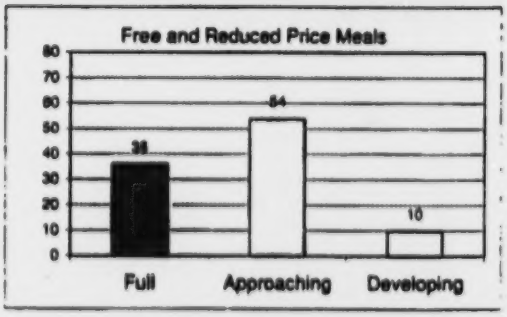
Entering Kindergarten

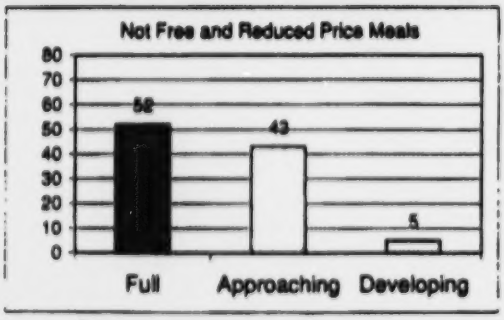




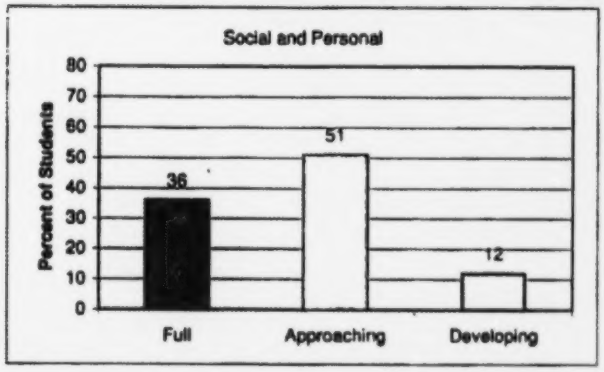
Disaggregated Data by Free and Reduced Price Meals

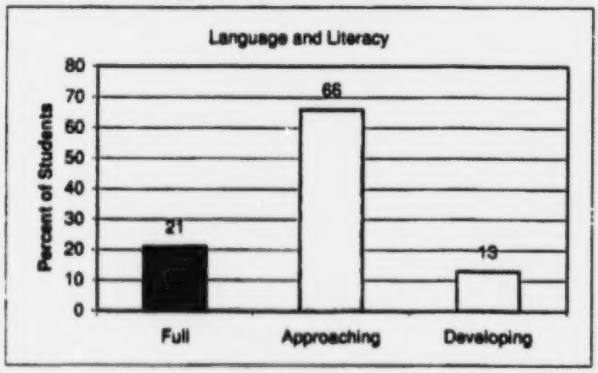
Entering Kindergarten

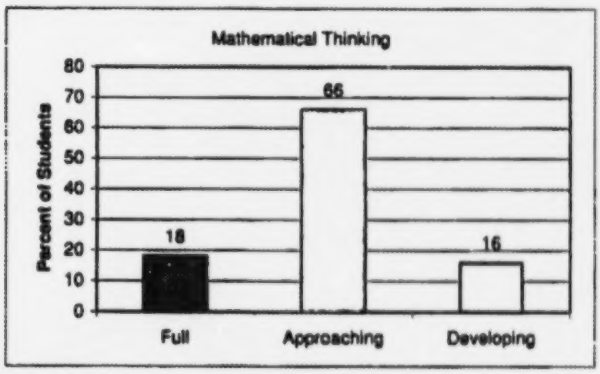


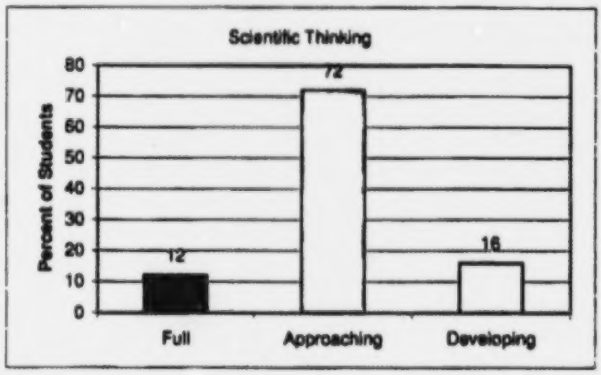


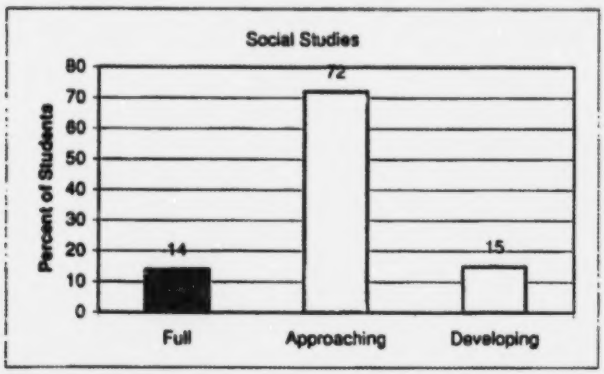
Baltimore City - Percentage of Kindergarten Students

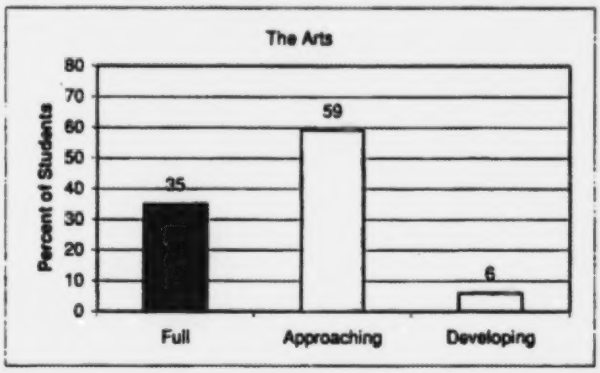


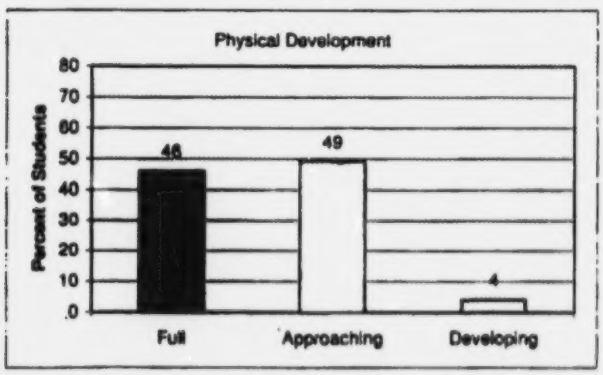


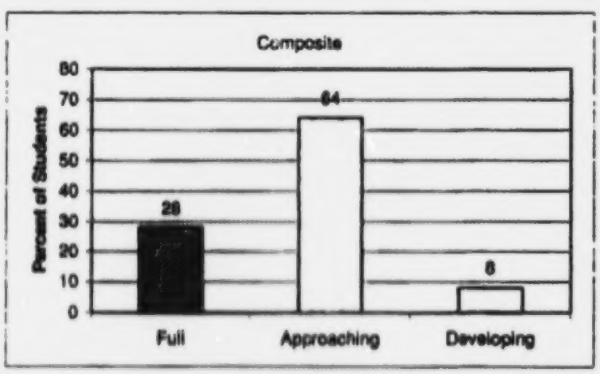












Baltimore City - Percentage of Kindergarten Students

	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	0	80	20	20	60	20	0	60	40	0	60	40	0	60	40	0	100	0	80	20	0	20	60	20
Asian/Pacific Islander	50	47	3	23	71	6	32	61	6	16	65	19	22	63	16	50	50	0	59	41	0	42	58	0
African American	36	51	13	21	66	14	18	66	16	11	73	16	13	72	15	35	58	7	47	48	5	27	64	8
White	39	51	10	24	64	11	21	67	12	15	74	11	17	71	12	30	65	5	42	54	4	30	63	8
Hispanic	34	59	7	10	74	15	6	71	23	6	65	29	6	72	22	29	61	10	37	59	4	20	70	10
Gender																								
Male	29	54	16	18	65	17	16	65	19	10	71	19	11	71	18	30	62	9	42	52	6	23	67	11
Female	44	48	8	24	66	10	20	67	13	13	74	13	16	72	12	39	57	4	51	46	3	32	61	6
Prior Care																								
Child Care Center	39	51	10	23	66	11	21	67	13	13	74	13	15	72	12	36	58	5	49	47	4	31	63	6
Family Child Care	24	55	20	11	64	24	10	63	28	5	63	32	8	67	26	28	59	13	33	54	13	17	62	20
Head Start	34	51	15	17	69	14	17	67	17	11	71	18	13	74	13	34	60	6	42	56	2	23	70	7
Home / Informal Care	31	52	17	14	64	22	10	65	25	7	70	23	8	70	23	31	61	9	38	55	6	19	66	15
Non-Public Nursery	42	49	9	30	65	5	18	69	13	11	80	9	13	82	5	34	64	3	51	45	4	29	66	5
Prekindergarten	37	51	12	23	65	11	21	66	14	14	70	16	15	71	14	34	58	7	49	47	4	30	62	8
Special Education																								
Yes	22	53	25	9	60	31	8	61	31	7	64	29	6	63	31	25	60	14	37	48	15	13	66	21
No	37	51	12	22	66	13	18	66	16	11	73	16	13	72	14	35	59	6	46	50	4	28	64	8
Limited English Proficiency																								
Yes	32	57	11	13	69	18	18	58	24	12	56	32	13	64	22	30	62	8	44	50	6	26	63	11
No	37	51	11	23	65	12	20	66	15	12	72	15	14	72	14	36	58	6	47	48	5	30	63	8
Free and Reduced Price Meals																								
Yes	36	51	13	20	65	14	18	66	16	11	73	16	13	72	15	35	58	7	46	49	5	27	64	9
No	36	52	11	22	65	13	17	66	17	12	71	17	14	72	15	33	61	6	45	52	4	28	64	7

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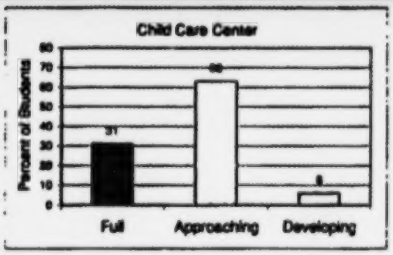
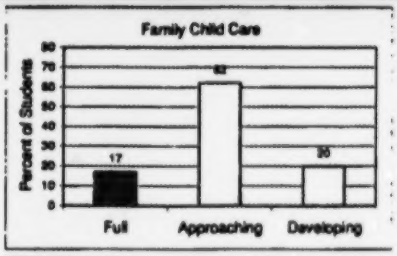
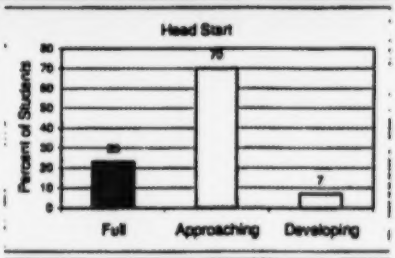
Baltimore City 2001-2002

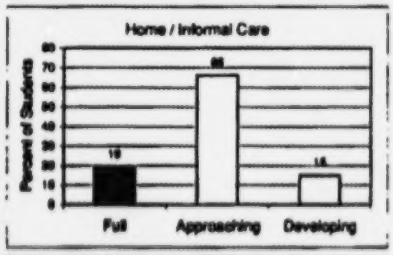
Disaggregated Data by Prior Care*

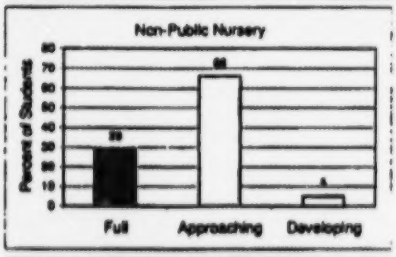
Entering Kindergarten

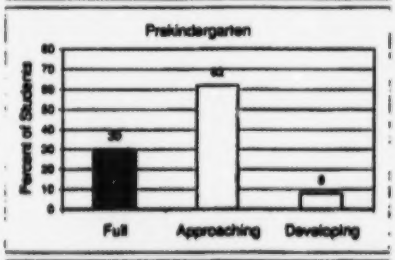












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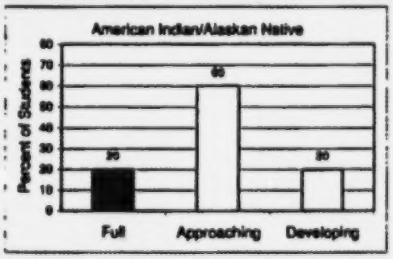
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

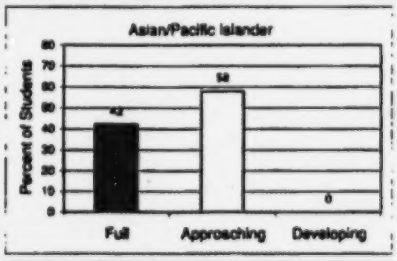
Prekindergarten

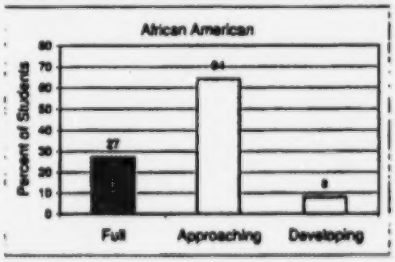
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

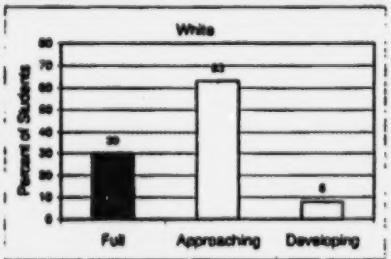
Disaggregated Data by Race / Ethnicity

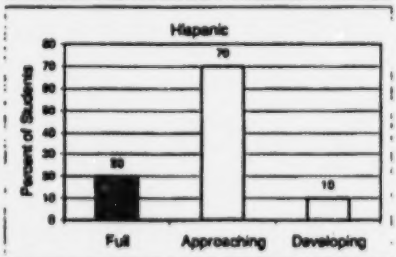
Entering Kindergarten







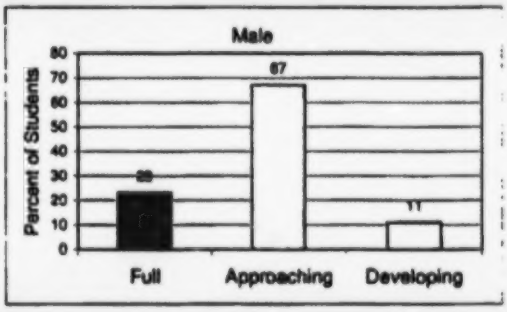


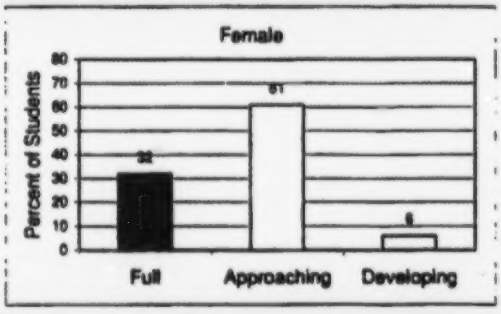


Baltimore City 2001-2002

Disaggregated Data by Gender

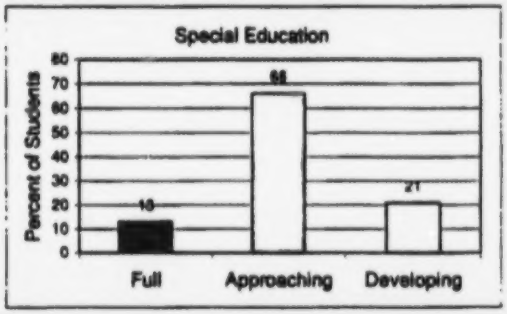
Entering Kindergarten

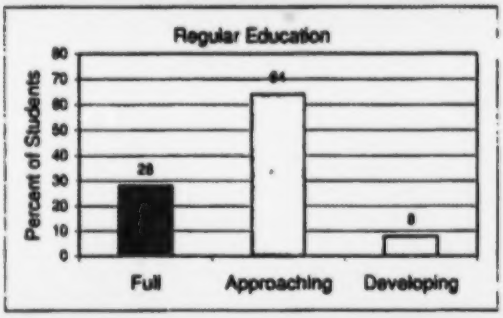




Disaggregated Data by Special Education

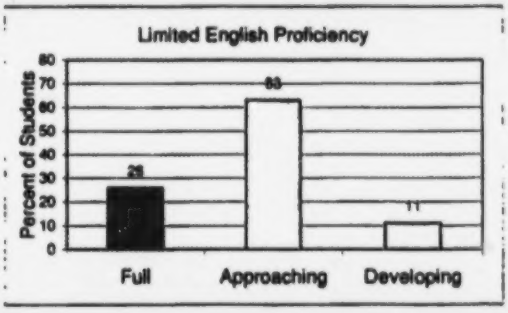
Entering Kindergarten

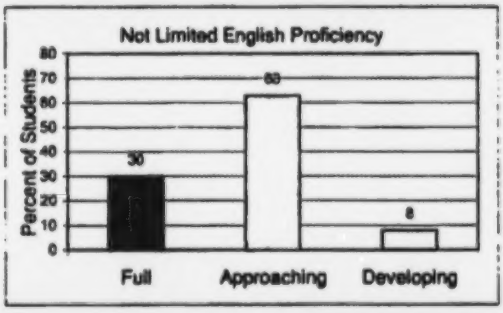




Disaggregated Data by Limited English Proficiency

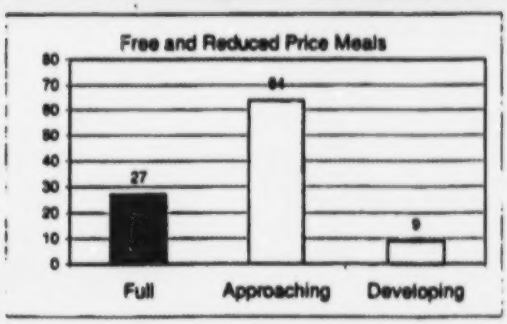
Entering Kindergarten

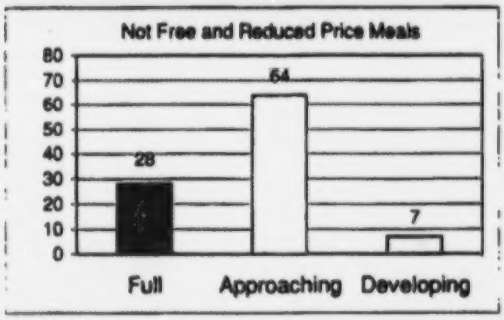




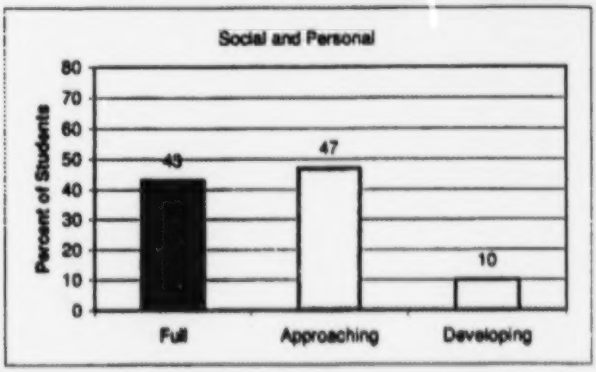
Disaggregated Data by Free and Reduced Price Meals

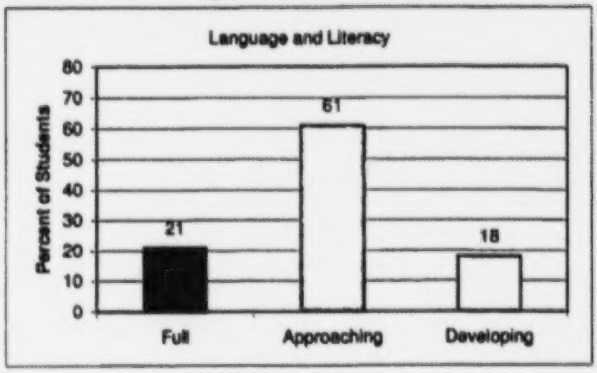
Entering Kindergarten

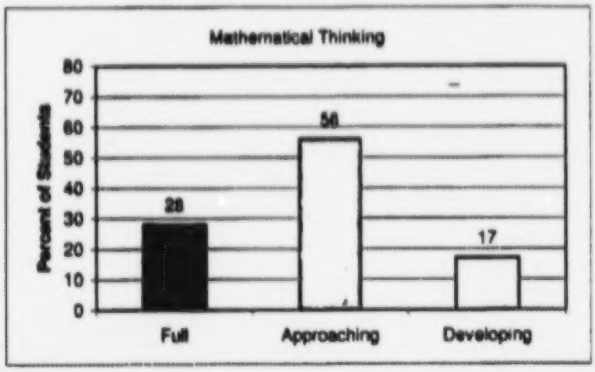


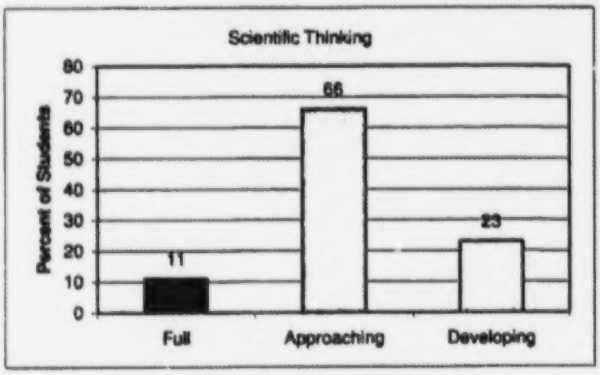


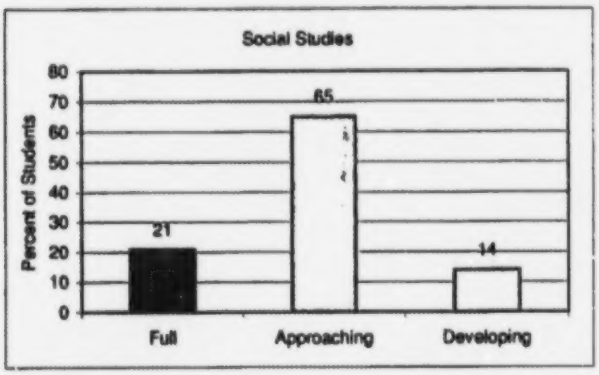
Baltimore County - Percentage of Kindergarten Students

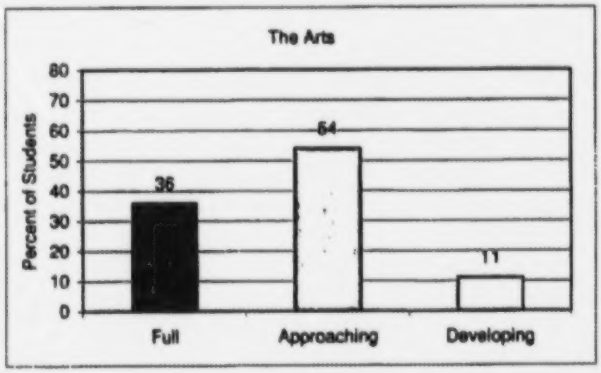


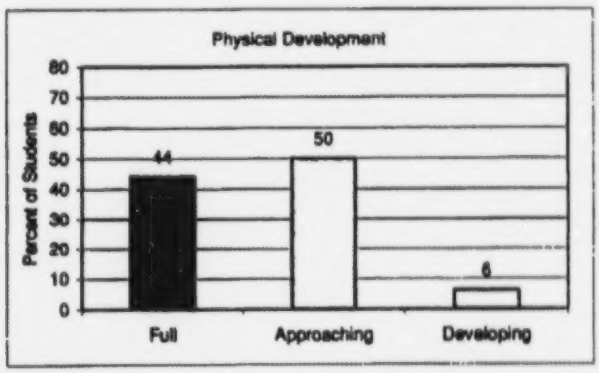


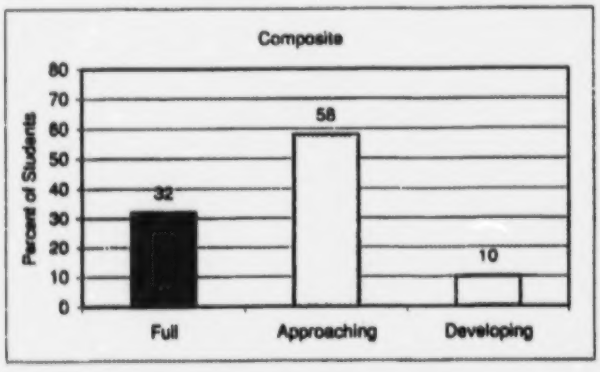












Baltimore County - Percentage of Kindergarten Students

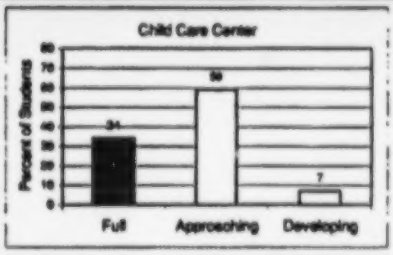
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	60	31	9	25	61	14	19	72	8	9	77	14	25	58	17	47	39	14	53	42	6	41	53	6
Asian/Pacific Islander	46	44	9	21	60	19	36	49	15	12	67	21	19	63	19	32	56	12	50	48	3	31	59	10
African American	41	47	13	22	57	20	26	53	21	11	63	26	19	65	16	37	51	11	45	48	7	32	55	13
White	44	47	9	21	64	16	28	58	14	12	68	20	22	66	11	35	54	10	43	52	5	32	59	9
Hispanic	33	57	10	20	51	29	19	58	24	10	55	34	16	56	28	27	61	12	40	55	4	21	63	15
Gender																								
Male	35	51	13	18	62	20	27	56	17	11	66	24	18	66	15	27	58	15	39	53	8	27	61	13
Female	51	42	7	24	60	16	29	56	16	12	67	21	23	64	12	44	49	6	49	48	3	37	55	8
Prior Care																								
Child Care Center	41	48	11	25	62	13	30	57	13	16	68	16	24	67	9	37	54	9	44	52	4	34	59	7
Family Child Care	38	46	16	17	59	23	22	58	20	10	63	27	21	61	18	32	52	16	36	55	9	25	59	16
Head Start	39	45	17	18	52	30	18	54	28	8	54	38	14	58	28	35	47	19	36	58	6	24	59	18
Home / Informal Care	31	54	15	12	55	33	16	56	28	7	58	35	13	62	24	29	55	16	35	55	9	20	61	19
Non-Public Nursery	49	45	6	25	67	8	33	59	7	10	79	11	26	67	6	41	53	6	47	50	4	38	57	5
Prekindergarten	45	45	10	22	60	17	29	54	17	12	64	24	21	65	14	36	54	11	47	48	5	33	56	11
Special Education																								
Yes	35	51	15	10	57	33	17	53	30	7	55	38	15	58	27	25	56	20	33	53	14	18	62	20
No	43	46	10	22	61	17	28	56	16	12	67	22	21	66	13	36	53	10	45	50	5	32	57	10
Limited English Proficiency																								
Yes	33	54	13	9	58	32	21	57	23	8	57	34	9	60	31	23	62	15	42	54	5	18	61	20
No	43	46	11	22	61	17	28	56	17	11	66	22	21	65	13	36	53	11	44	50	6	32	57	10
Free and Reduced Price Meals																								
Yes	39	47	14	19	56	24	22	54	23	9	62	29	16	65	19	31	56	12	43	50	8	27	57	16
No	44	47	10	22	62	16	29	56	15	12	67	21	22	65	13	37	53	10	44	50	5	33	58	9

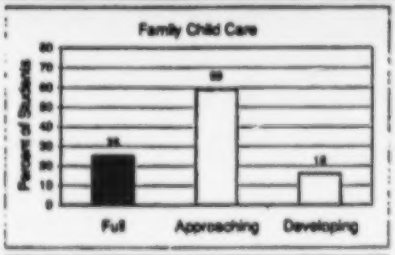
* = fewer than 5

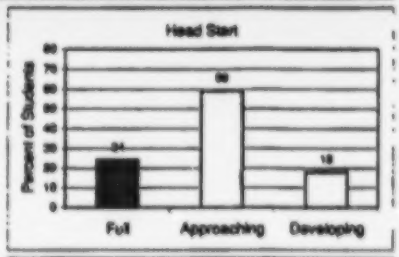
Baltimore County 2001-2002

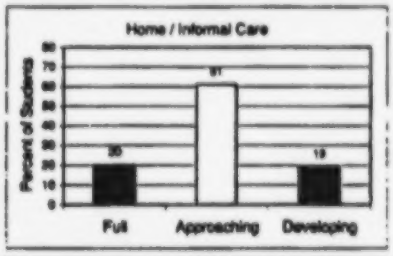
Disaggregated Data by Prior Care

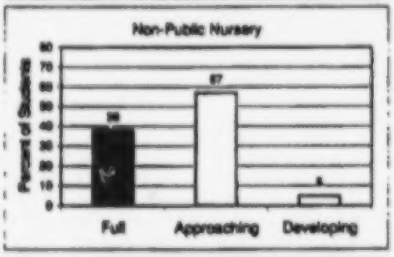
Entering Kindergarten

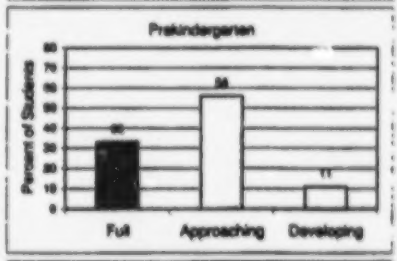












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

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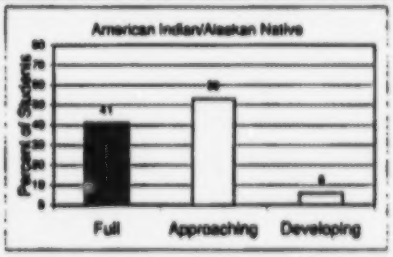
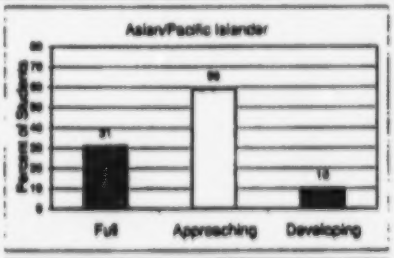
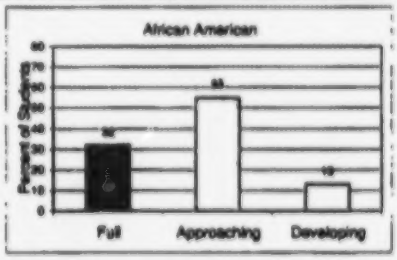
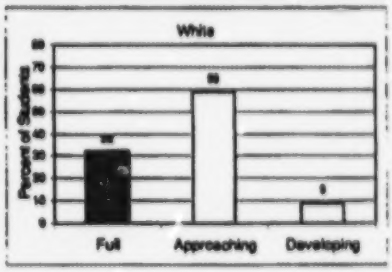
Disaggregated Data by Race / Ethnicity

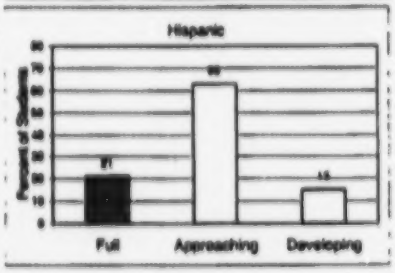
Entering Kindergarten







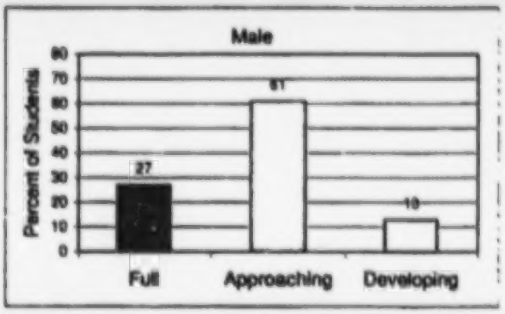


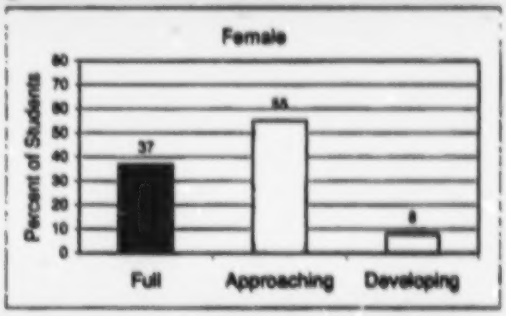


Baltimore County 2001-2002

Disaggregated Data by Gender

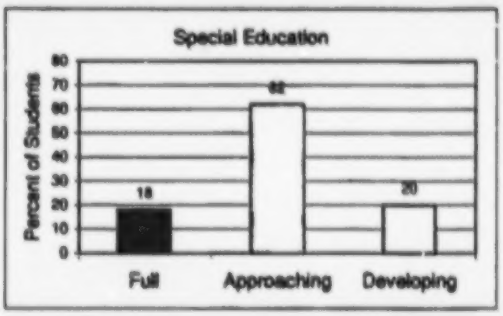
Entering Kindergarten

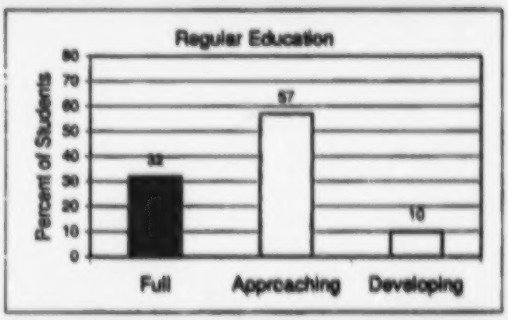




Disaggregated Data by Special Education

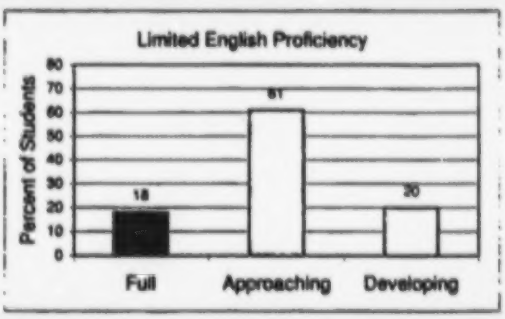
Entering Kindergarten

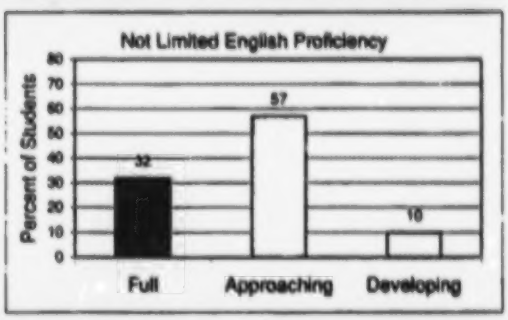




Disaggregated Data by Limited English Proficiency

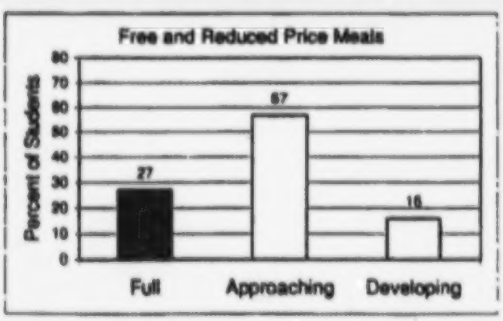
Entering Kindergarten

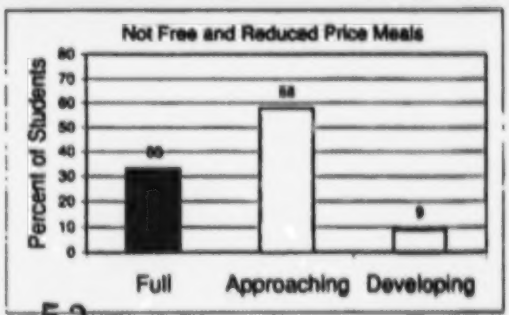




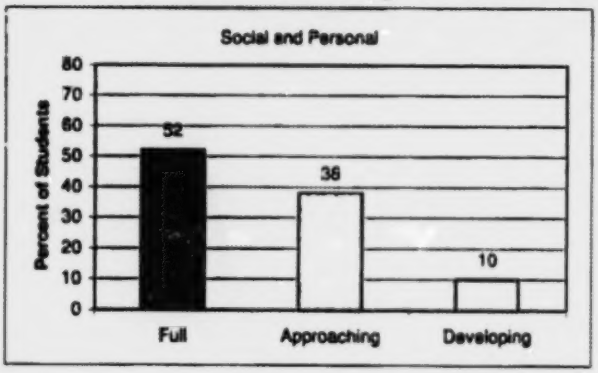
Disaggregated Data by Free and Reduced Price Meals

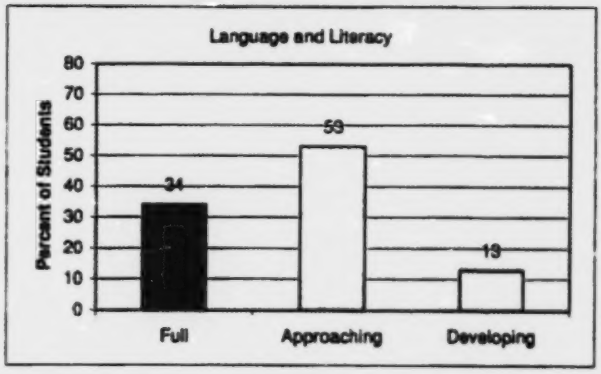
Entering Kindergarten

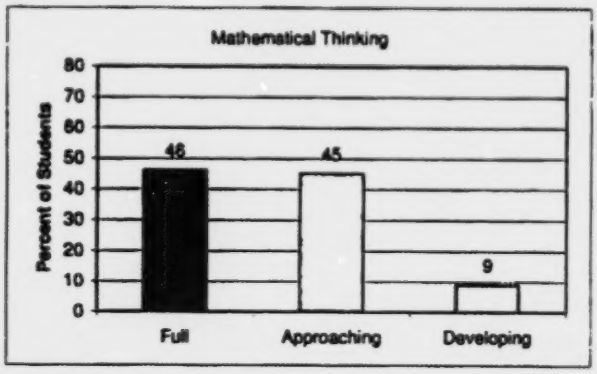


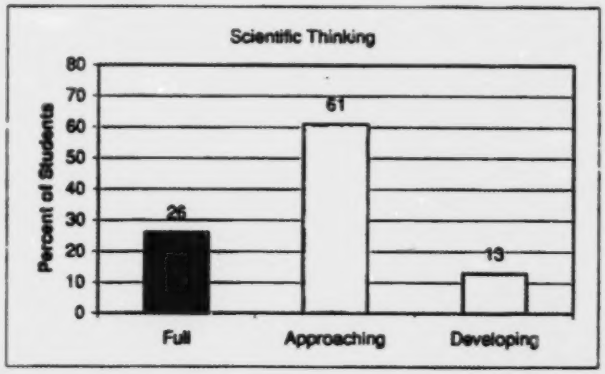


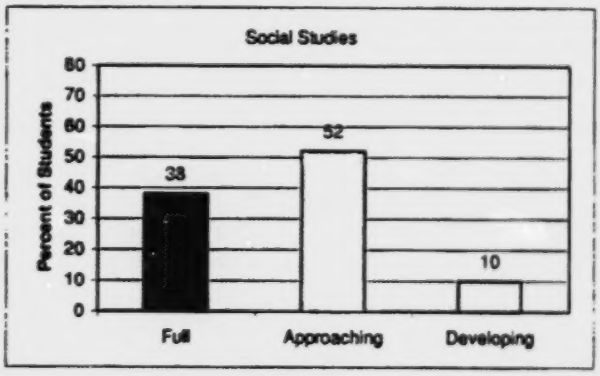
Calvert County - Percentage of Kindergarten Students

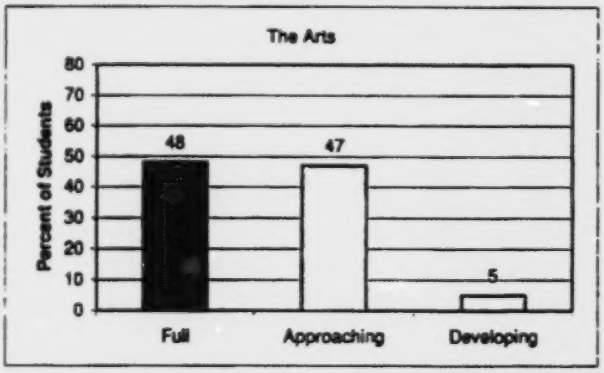


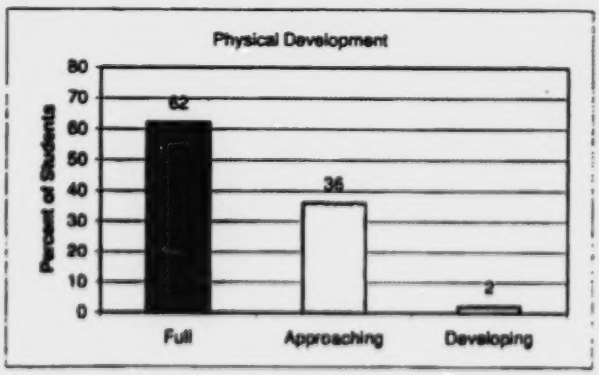


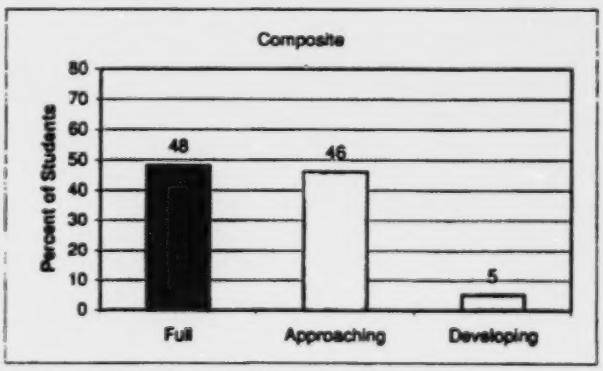












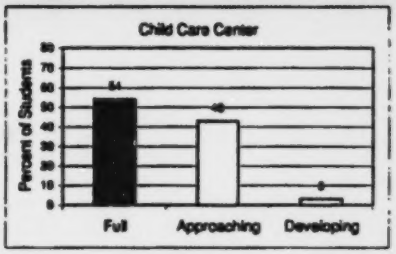
Calvert County - Percentage of Kindergarten Students

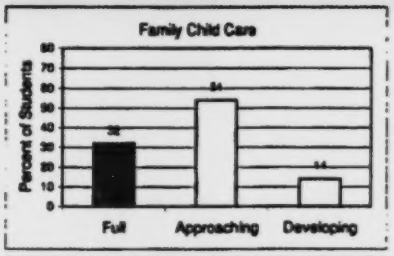
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	56	33	11	22	67	11	40	50	10	10	80	10	20	70	10	22	67	11	50	50	0	29	57	14
African American	47	37	16	24	54	22	37	43	20	14	62	24	25	54	21	43	48	9	58	41	1	39	50	12
White	53	38	8	37	53	10	48	46	6	29	61	10	41	51	8	49	46	4	63	35	3	51	45	4
Hispanic	46	31	23	21	50	29	36	50	14	29	36	36	29	57	14	50	36	14	64	29	7	38	54	8
Gender																								
Male	46	42	12	30	56	14	44	46	10	26	60	13	36	53	11	38	55	7	57	39	3	44	50	6
Female	59	33	7	39	49	11	48	44	8	26	61	12	39	51	10	59	37	4	67	32	1	54	42	4
Prior Care																								
Child Care Center	53	38	10	35	55	10	46	46	7	36	57	6	50	44	5	46	50	4	61	36	3	54	43	3
Family Child Care	45	42	13	32	43	25	35	45	19	19	55	26	26	55	19	35	58	6	52	39	10	32	54	14
Head Start	39	45	15	22	49	30	36	31	33	11	57	32	28	47	25	28	67	6	56	44	0	35	55	10
Home / Informal Care	51	39	11	31	53	16	40	48	12	22	61	16	34	53	13	47	47	6	61	36	3	45	49	6
Non-Public Nursery	66	29	5	60	36	4	67	31	2	45	48	7	59	38	3	60	39	1	75	25	0	66	34	0
Prekindergarten	50	40	10	30	59	11	46	49	6	20	68	12	27	62	12	50	43	7	60	38	2	44	49	6
Special Education																								
Yes	48	39	13	25	49	26	31	53	17	14	60	26	18	51	31	44	39	17	60	33	7	38	46	16
No	52	38	10	35	53	11	47	45	8	27	61	12	39	52	9	49	47	5	62	36	2	49	46	4
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	52	38	10	35	53	13	46	45	9	26	61	13	37	52	10	48	46	5	62	36	3	48	46	5
Free and Reduced Price Meals																								
Yes	42	41	16	16	62	22	34	39	26	12	61	27	18	58	23	42	47	12	59	38	3	25	63	11
No	53	38	9	36	52	12	47	46	7	28	61	12	39	52	9	49	47	5	62	36	2	50	45	5
* = fewer than 5																								

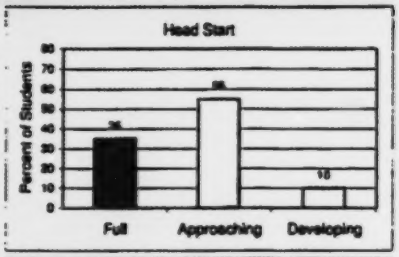
Calvert County 2001-2002

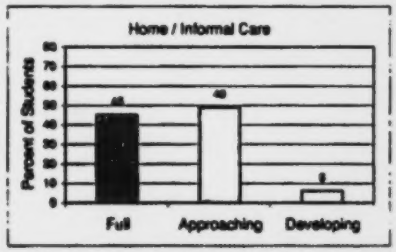
Disaggregated Data by Prior Care

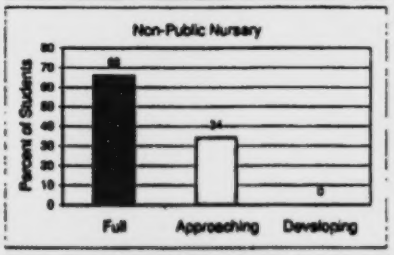
Entering Kindergarten

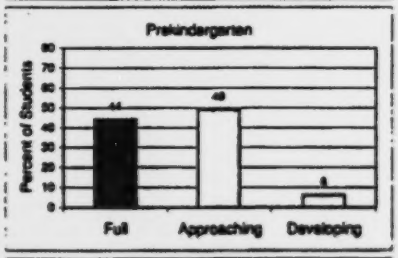












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

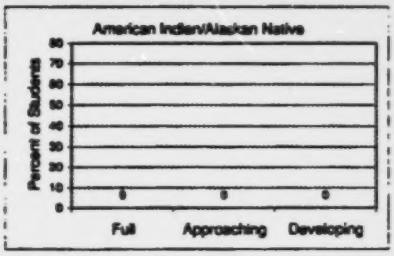
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

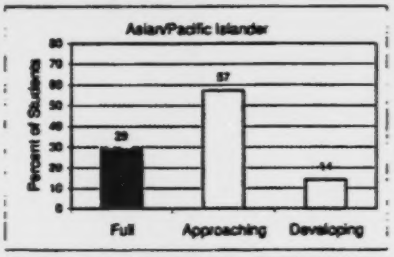
Prekindergarten

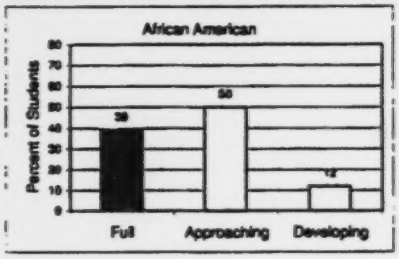
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

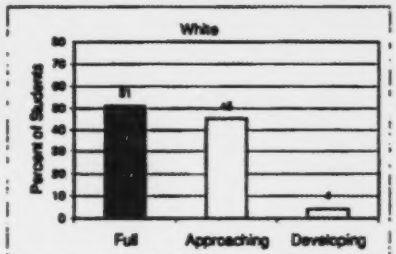
Disaggregated Data by Race / Ethnicity

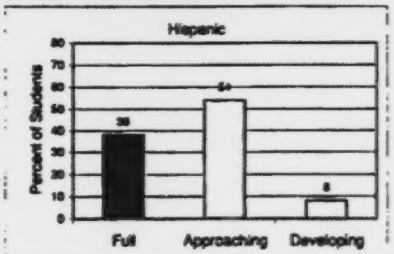
Entering Kindergarten







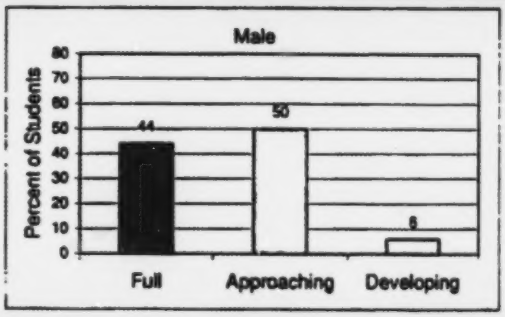


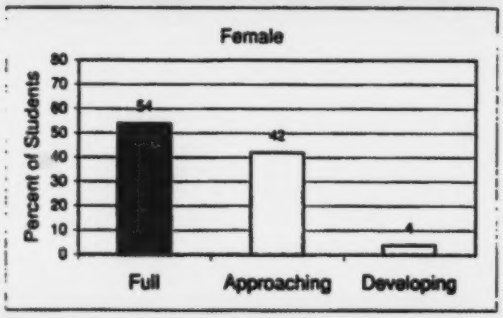


Calvert County 2001-2002

Disaggregated Data by Gender

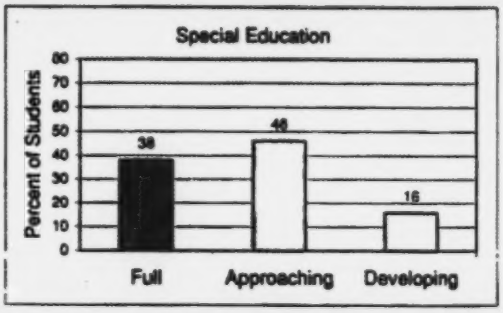
Entering Kindergarten

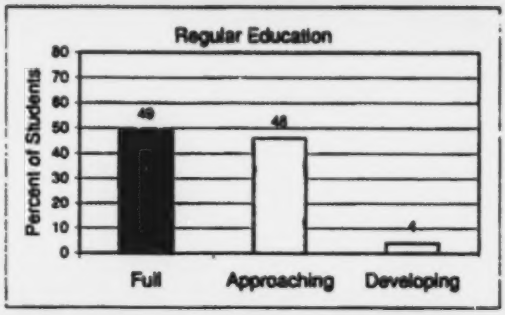




Disaggregated Data by Special Education

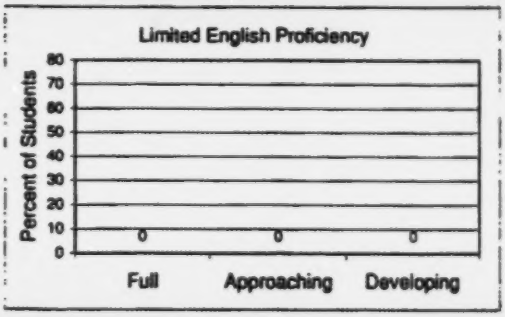
Entering Kindergarten

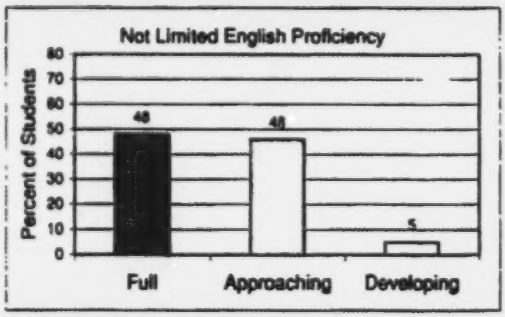




Disaggregated Data by Limited English Proficiency

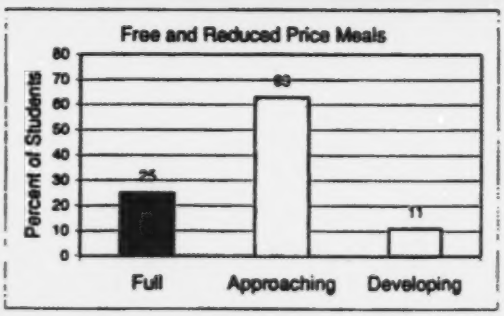
Entering Kindergarten

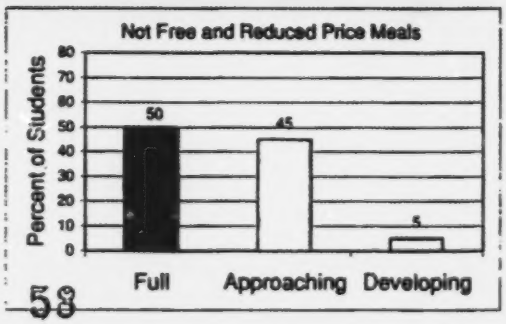




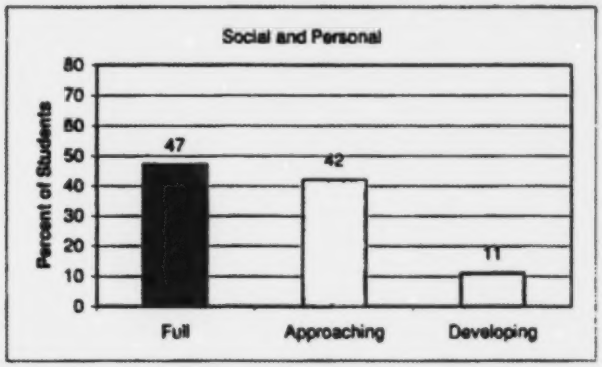
Disaggregated Data by Free and Reduced Price Meals

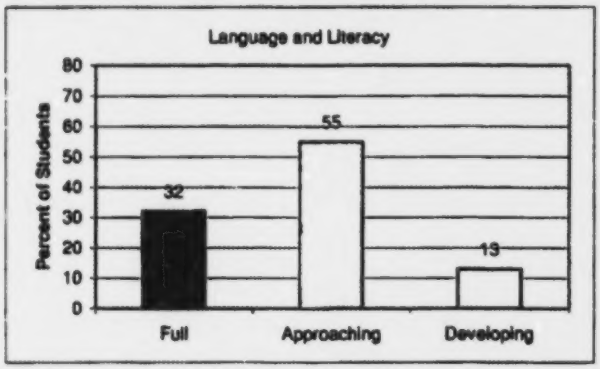
Entering Kindergarten

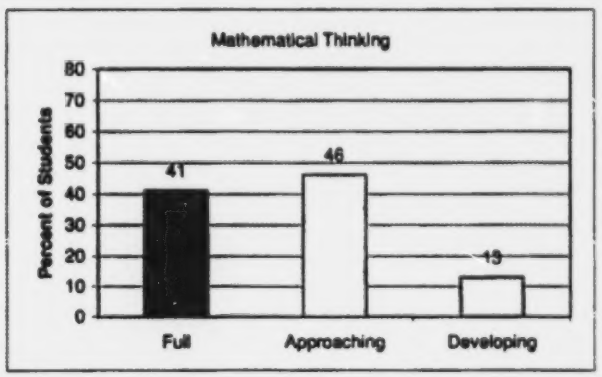


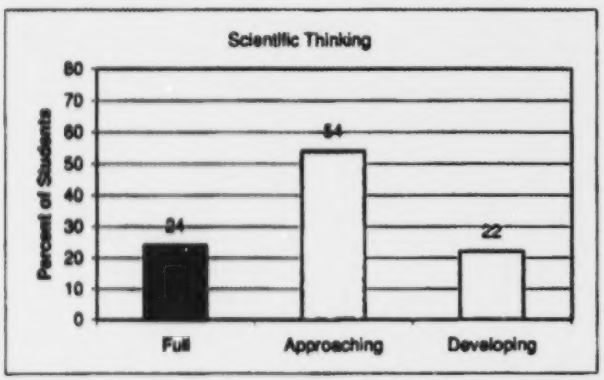


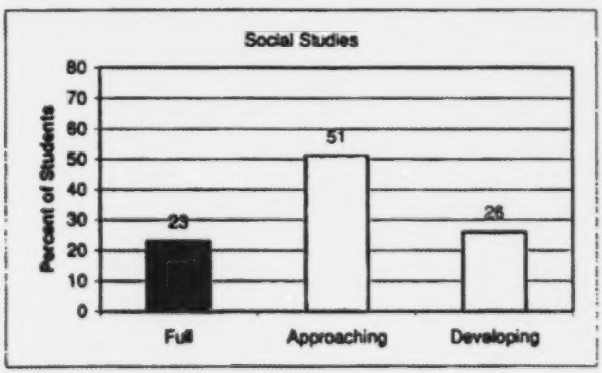
Caroline County - Percentage of Kindergarten Students

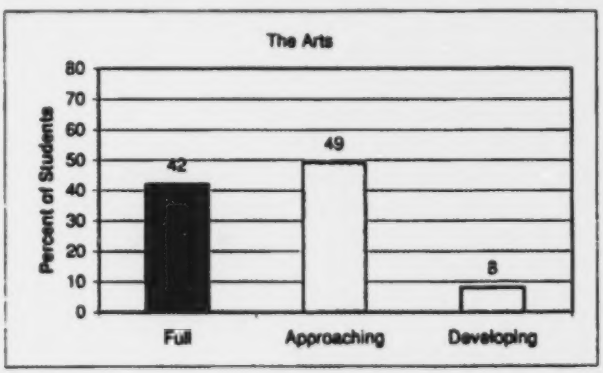


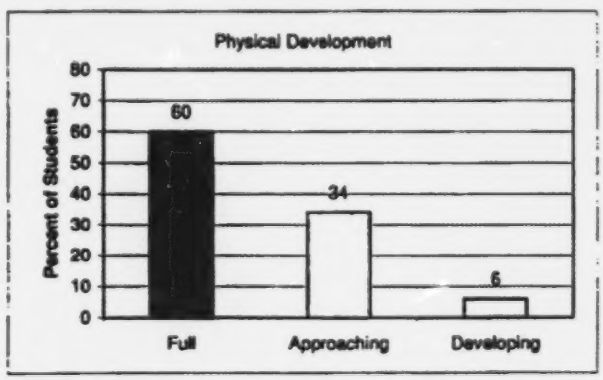


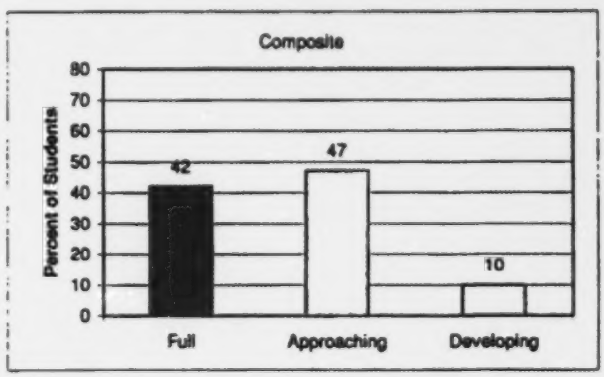












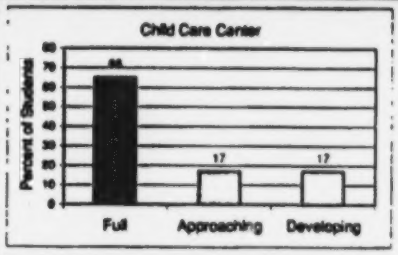
Caroline County - Percentage of Kindergarten Students

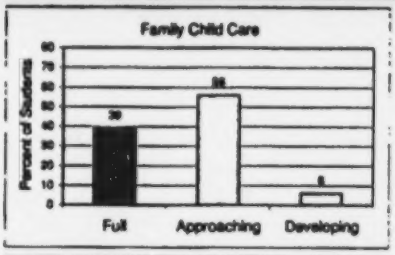
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	28	49	23	18	61	21	27	54	19	13	57	30	16	56	28	33	56	11	48	48	5	31	54	15
White	53	39	7	37	54	9	47	44	9	28	52	20	26	51	23	46	47	7	62	32	6	47	45	8
Hispanic	21	43	36	7	57	36	7	36	57	7	57	36	7	21	71	21	50	29	57	21	21	14	50	36
Gender																								
Male	38	50	12	27	58	14	39	47	14	22	55	23	20	54	26	34	56	10	55	38	8	36	52	11
Female	60	30	10	38	51	10	45	44	11	27	53	20	27	47	26	53	41	7	67	29	4	50	41	9
Prior Care																								
Child Care Center	54	29	17	50	29	21	61	26	13	46	38	17	29	54	17	63	38	0	71	25	4	65	17	17
Family Child Care	50	39	11	22	72	6	39	50	11	6	83	11	6	78	17	44	50	6	56	39	6	39	56	6
Head Start	43	39	17	26	57	17	41	36	23	22	52	26	22	52	26	39	57	4	61	35	4	45	36	18
Home / Informal Care	44	44	13	22	59	18	38	48	15	20	57	22	20	45	35	37	59	4	60	27	13	37	54	9
Non-Public Nursery	91	9	0	83	17	0	91	9	0	70	26	4	61	35	4	91	9	0	91	9	0	91	9	0
Prekindergarten	42	47	11	28	61	12	34	53	13	19	56	25	20	51	29	35	52	13	55	39	6	34	55	11
Special Education																								
Yes	21	57	21	14	64	21	29	57	14	14	61	25	14	50	36	25	64	11	43	39	18	25	54	21
No	49	42	9	33	56	11	43	45	12	23	57	20	23	53	24	43	50	8	62	34	5	44	47	9
Limited English Proficiency																								
Yes	8	50	42	0	64	36	0	42	58	0	58	42	0	25	75	0	67	33	42	33	25	0	64	36
No	48	43	9	33	56	11	43	47	11	23	57	20	23	54	23	43	50	7	61	34	5	44	47	9
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	47	42	10	32	56	12	42	46	12	22	57	21	22	53	25	41	51	8	60	34	6	42	48	10
* = fewer than 5																								

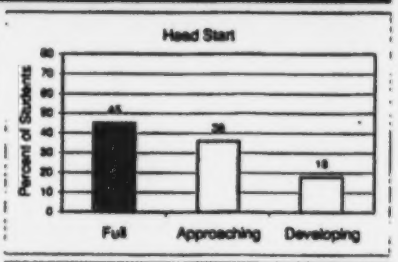
Caroline County 2001-2002

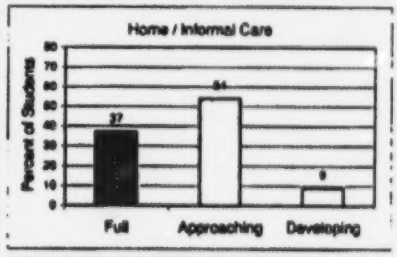
Disaggregated Data by Prior Care

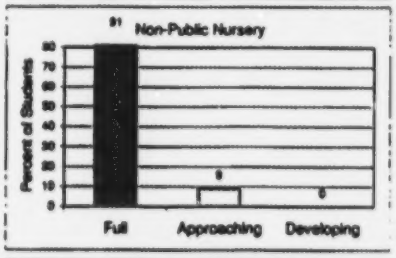
Entering Kindergarten

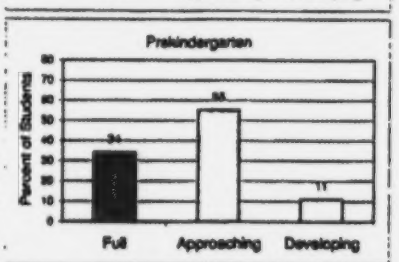












Child Care Center

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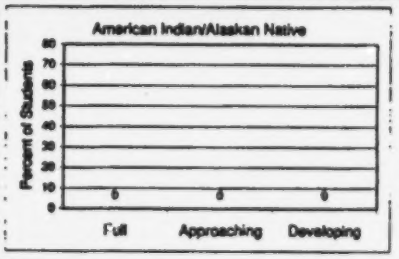
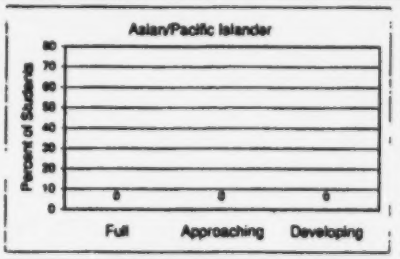
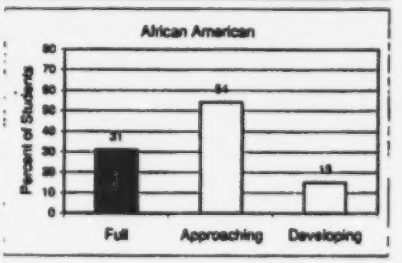
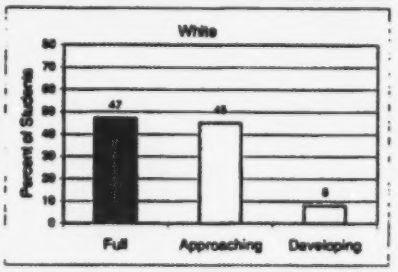
Disaggregated Data by Race / Ethnicity

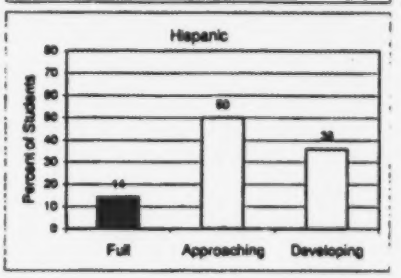
Entering Kindergarten







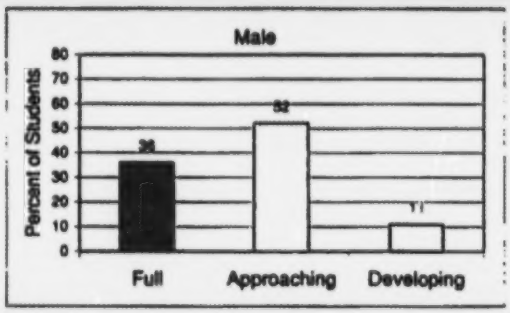


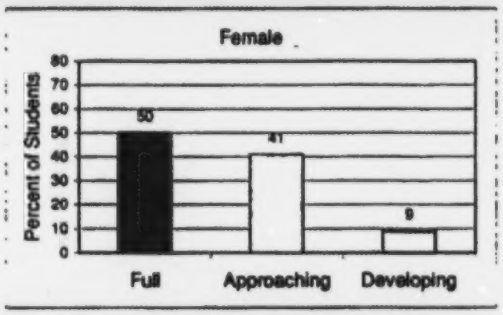


Caroline County 2001-2002

Disaggregated Data by Gender

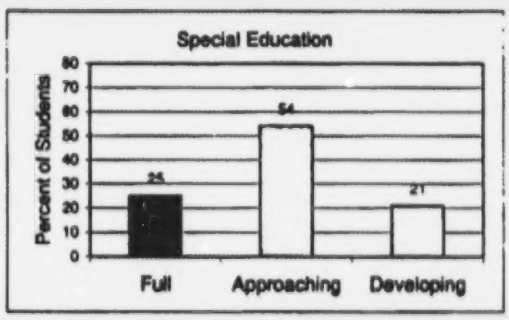
Entering Kindergarten

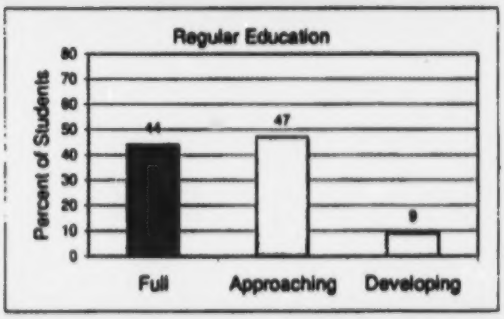




Disaggregated Data by Special Education

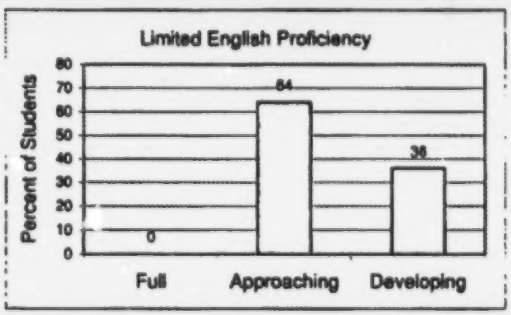
Entering Kindergarten

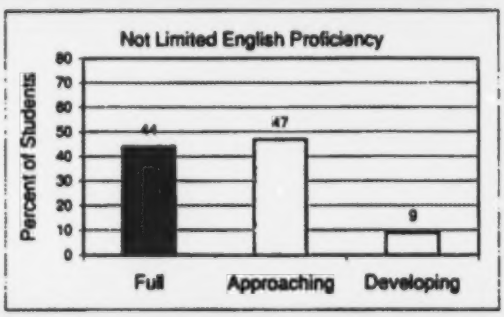




Disaggregated Data by Limited English Proficiency

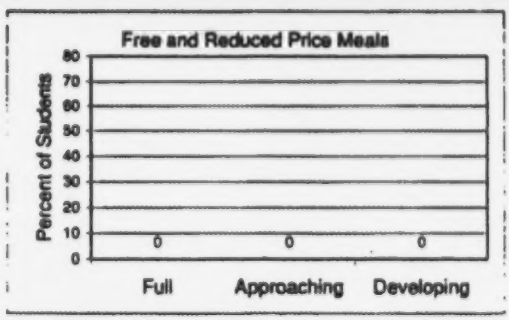
Entering Kindergarten

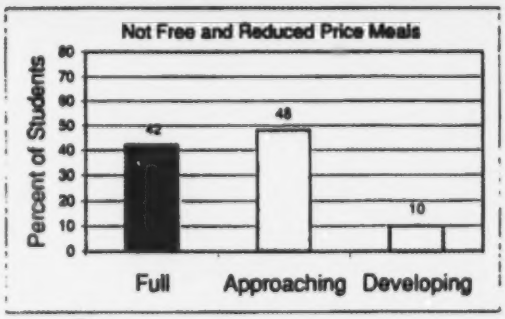




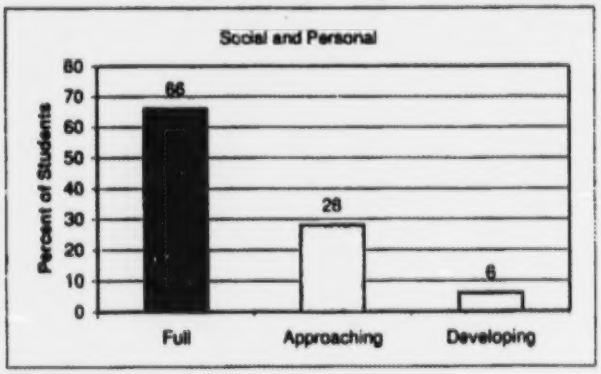
Disaggregated Data by Free and Reduced Price Meals

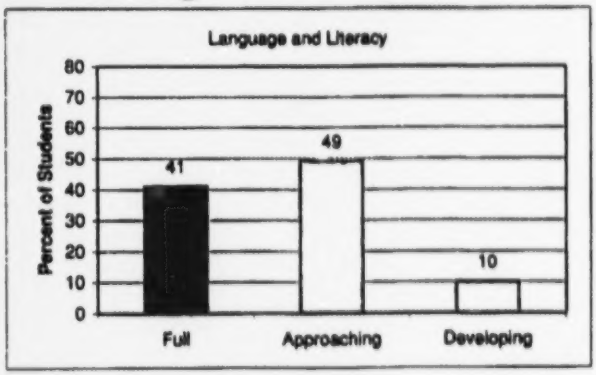
Entering Kindergarten

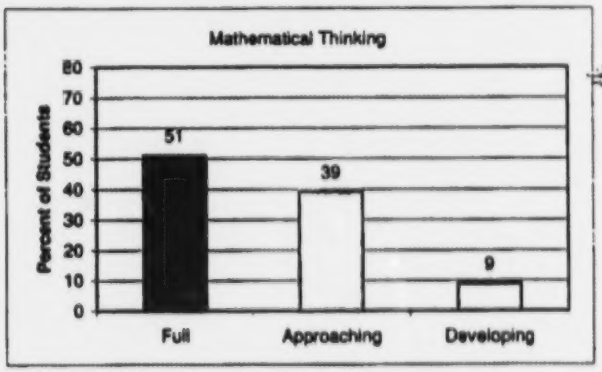


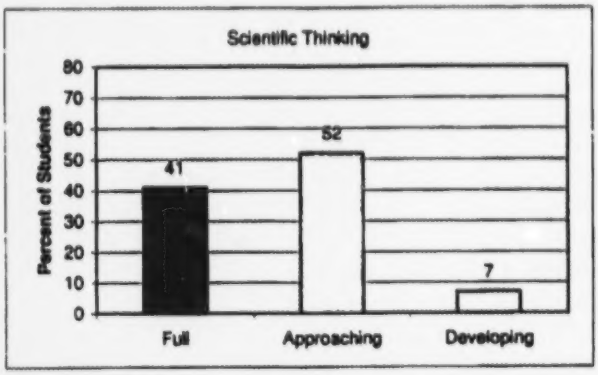


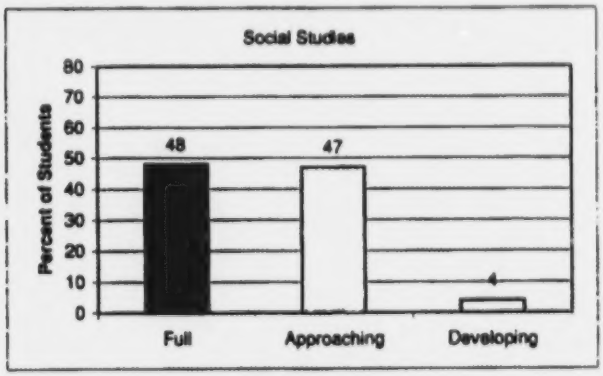
Carroll County - Percentage of Kindergarten Students

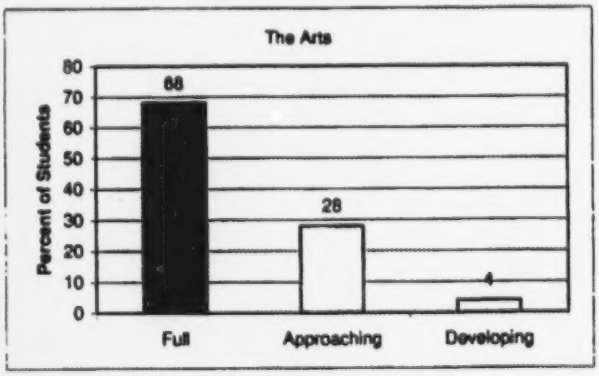


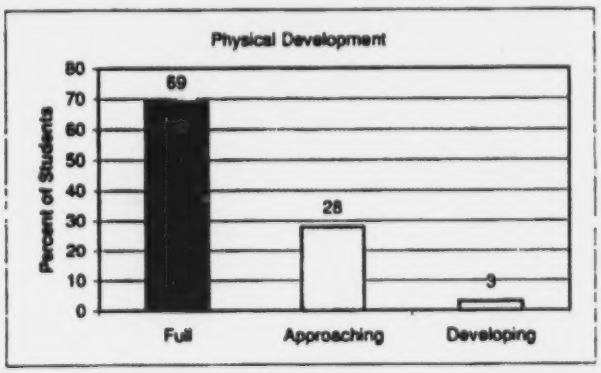


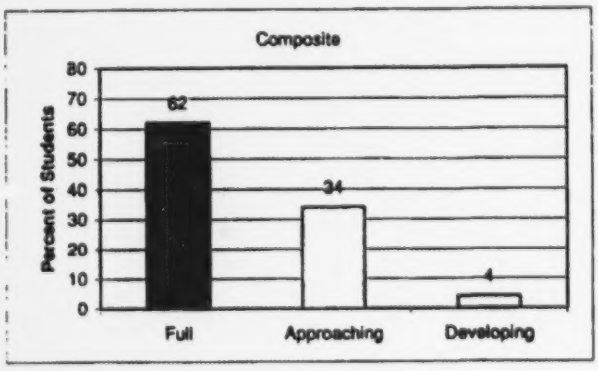












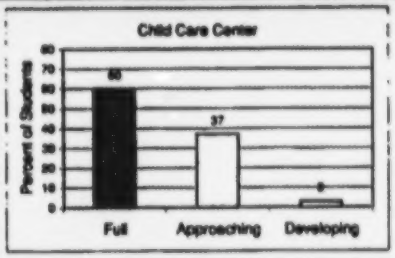
Carroll County - Percentage of Kindergarten Students

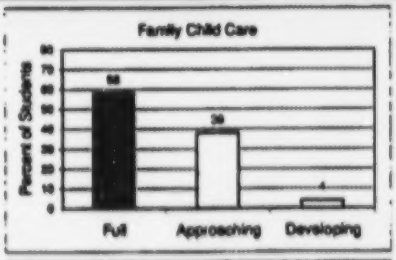
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	60	40	0	40	60	0	60	40	0	60	40	0	80	20	0	100	0	0	80	20	0	60	40	0
Asian/Pacific Islander	82	18	0	53	41	6	65	35	0	47	47	6	59	41	0	71	29	0	71	29	0	65	35	0
African American	53	34	13	30	49	21	32	43	26	23	60	17	23	70	6	62	28	11	55	38	6	47	38	15
White	67	28	5	41	49	10	52	39	9	42	52	6	49	47	4	68	28	4	70	28	3	63	34	4
Hispanic	59	32	9	35	45	20	41	41	18	32	59	9	38	48	14	57	38	5	64	32	5	58	32	11
Gender																								
Male	57	35	8	35	51	14	48	40	12	38	54	8	46	48	6	59	35	6	63	33	5	56	39	6
Female	76	21	3	47	47	7	54	39	7	45	50	5	51	46	3	76	22	2	76	23	1	69	29	2
Prior Care																								
Child Care Center	59	34	7	39	52	9	51	42	8	40	54	6	45	51	4	64	33	3	67	30	3	60	37	3
Family Child Care	65	31	4	33	52	15	40	47	14	41	47	12	46	50	4	67	30	3	65	28	6	58	38	4
Head Start	42	47	12	14	58	29	25	45	30	10	72	18	16	71	14	42	49	8	48	48	3	30	56	14
Home / Informal Care	58	32	10	29	50	21	36	44	20	31	55	14	39	53	8	62	30	8	62	33	5	50	42	8
Non-Public Nursery	77	21	2	51	45	4	61	34	5	55	43	2	65	33	2	78	20	2	80	18	1	76	22	2
Prekindergarten	69	26	5	44	48	8	56	38	7	40	56	5	46	51	4	67	28	4	69	29	2	63	34	3
Special Education																								
Yes	46	35	18	29	43	28	38	37	24	31	49	20	37	42	20	55	31	14	50	39	11	44	41	16
No	67	28	5	42	49	9	52	39	9	42	52	6	49	47	4	69	28	3	70	27	3	63	33	3
Limited English Proficiency																								
Yes	60	40	0	0	80	20	0	80	20	40	60	0	20	60	20	40	60	0	80	20	0	40	60	0
No	66	28	6	41	48	10	51	39	10	42	52	7	49	47	5	68	28	4	69	28	3	62	34	4
Free and Reduced Price Meals																								
Yes	47	39	14	20	63	17	42	42	17	28	67	6	40	54	6	64	25	11	58	36	6	44	47	9
No	67	28	6	42	48	10	51	39	10	42	52	7	49	47	5	68	28	4	69	28	3	63	34	4
* = fewer than 5																								

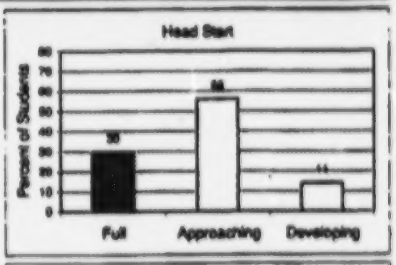
Carroll County 2001-2002

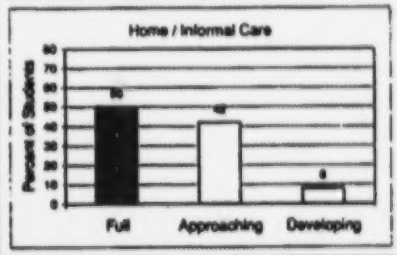
Disaggregated Data by Prior Care

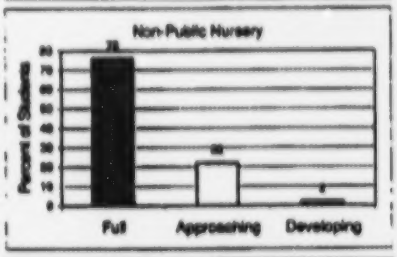
Entering Kindergarten

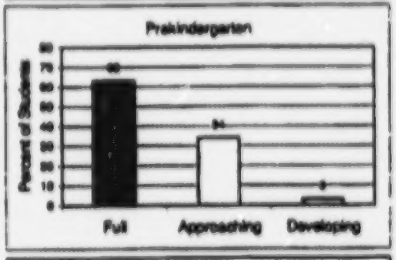












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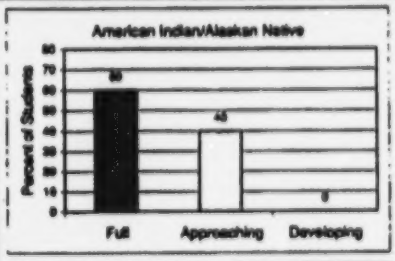
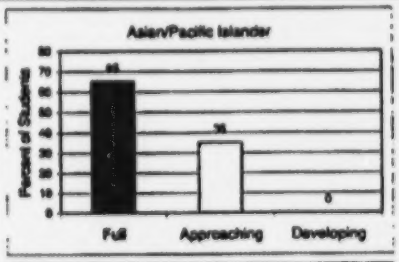
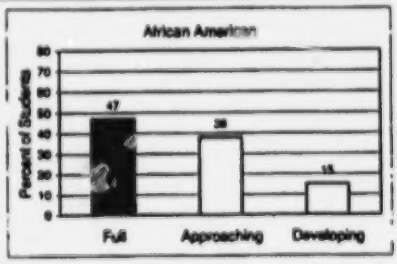
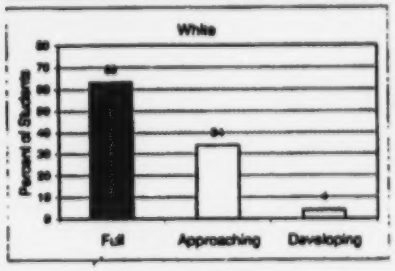
Disaggregated Data by Race / Ethnicity

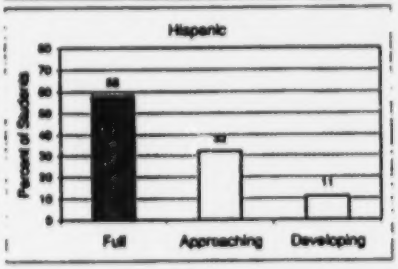
Entering Kindergarten







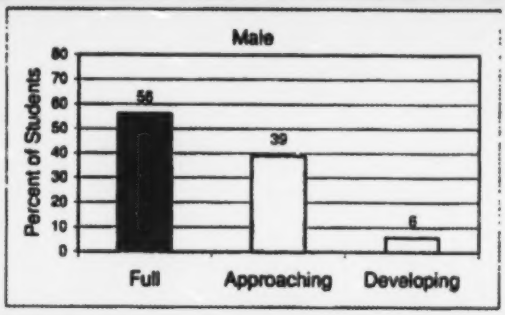


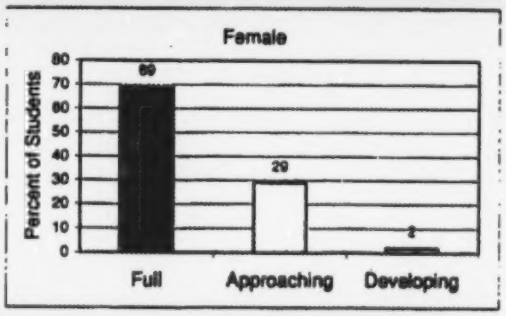


Carroll County 2001-2002

Disaggregated Data by Gender

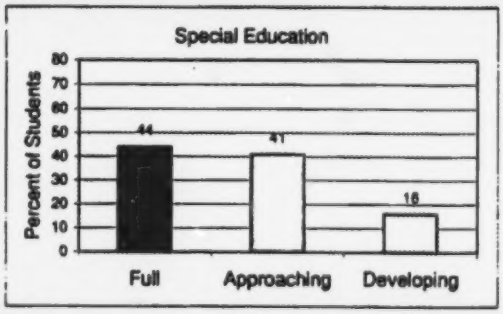
Entering Kindergarten

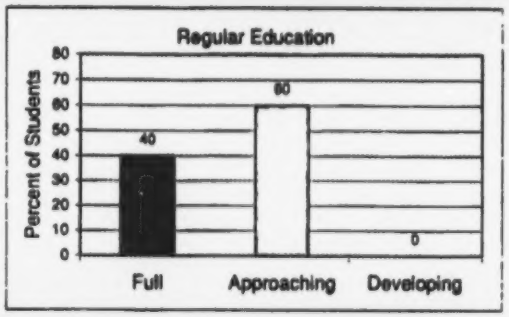




Disaggregated Data by Special Education

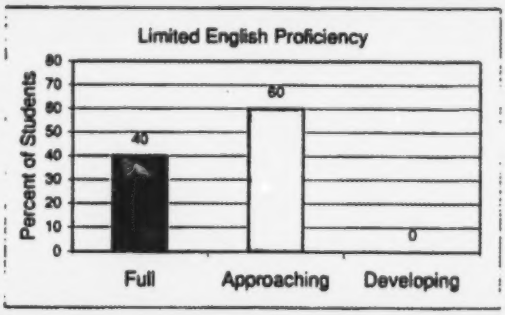
Entering Kindergarten

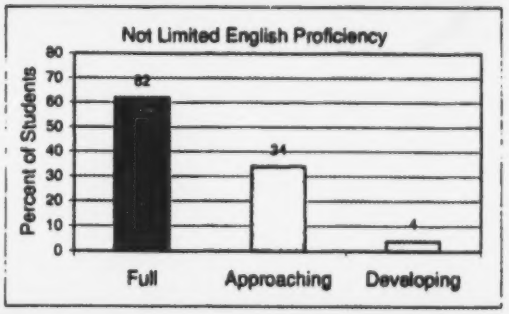




Disaggregated Data by Limited English Proficiency

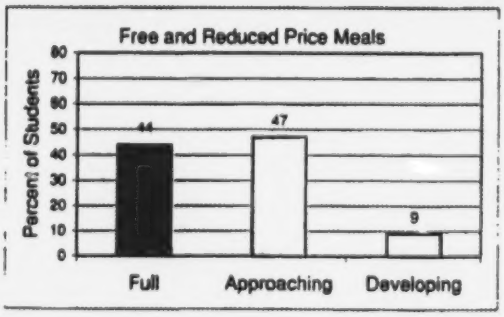
Entering Kindergarten

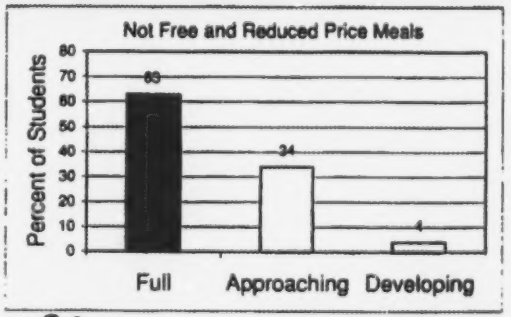




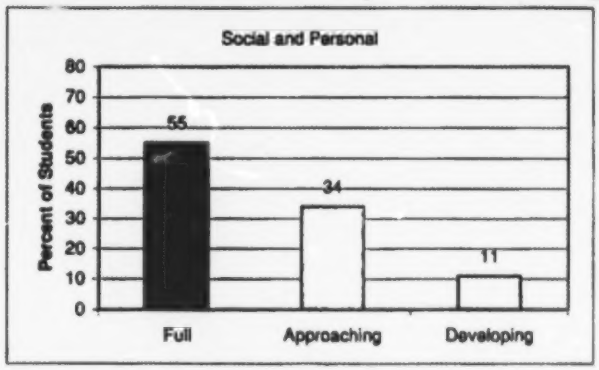
Disaggregated Data by Free and Reduced Price Meals

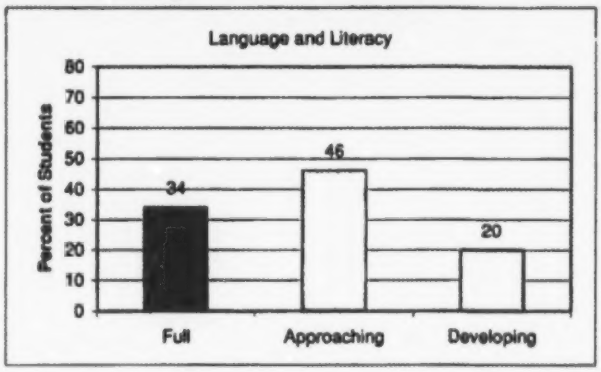
Entering Kindergarten

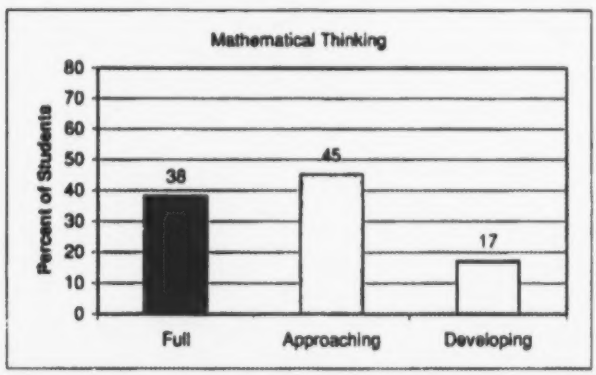


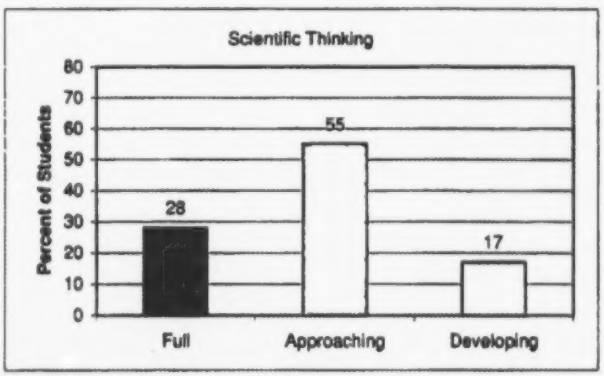


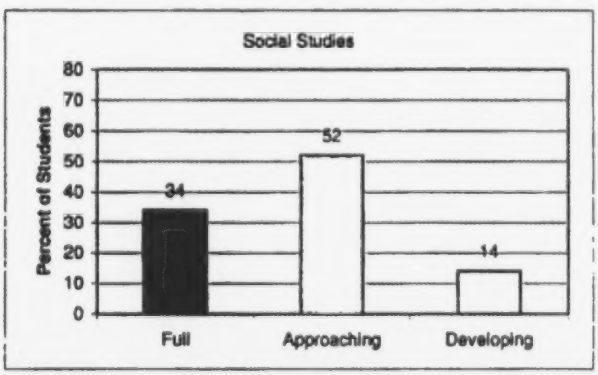
Cecil County - Percentage of Kindergarten Students

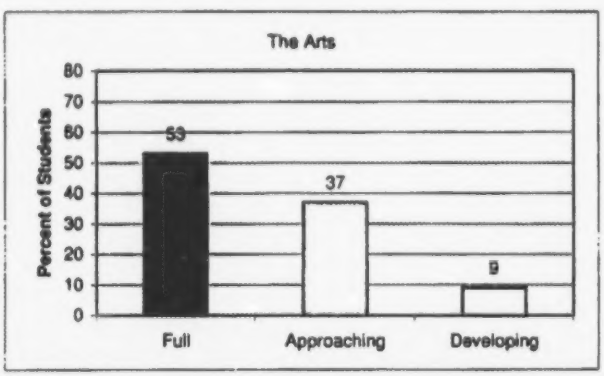


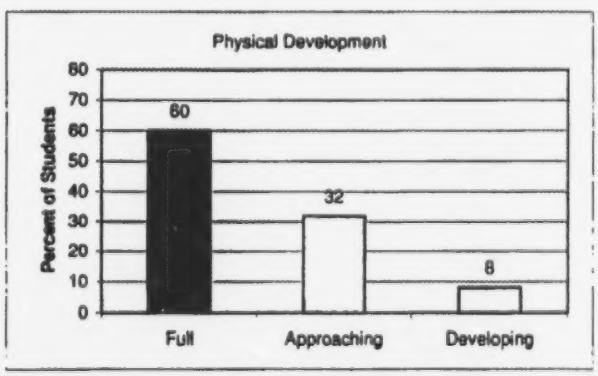


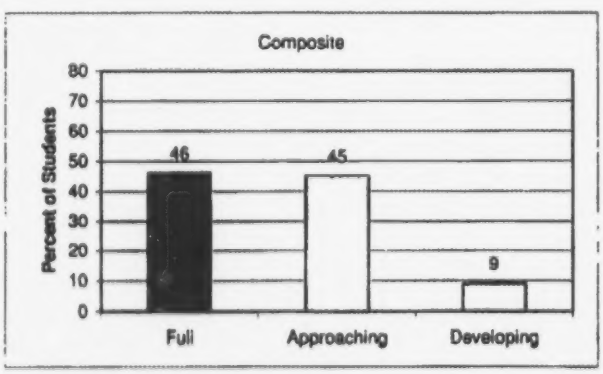












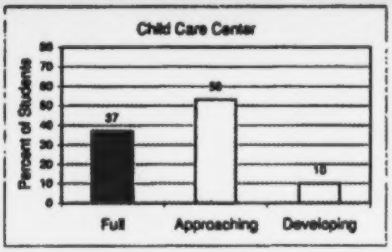
Cecil County - Percentage of Kindergarten Students

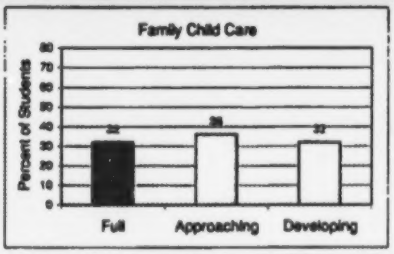
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	42	50	8	25	50	25	50	42	8	42	33	25	33	33	33	50	42	8	75	25	0	42	50	8
African American	54	33	13	34	47	19	34	51	15	22	62	16	20	70	10	49	42	8	58	39	3	39	54	7
White	55	34	11	34	46	20	39	44	17	29	54	17	36	50	14	54	37	10	61	31	8	47	44	10
Hispanic	65	30	4	43	39	17	30	52	17	23	68	9	26	57	17	61	39	0	61	39	0	50	45	5
Gender																								
Male	45	40	15	30	45	25	37	45	18	29	54	17	32	53	15	41	45	14	52	37	11	39	49	11
Female	62	29	9	38	46	16	39	45	16	28	55	17	36	52	12	64	31	5	67	28	5	52	41	8
Prior Care																								
Child Care Center	45	37	18	36	38	26	38	41	22	32	47	21	33	56	10	50	39	11	49	44	7	37	53	10
Family Child Care	42	29	29	30	30	39	29	33	38	13	58	29	13	52	35	38	46	17	38	46	17	32	36	32
Head Start	33	50	17	11	50	39	22	33	44	24	41	35	17	56	28	44	39	17	61	17	22	24	59	18
Home / Informal Care	54	37	9	30	44	26	34	44	23	27	52	21	33	47	19	53	39	8	61	31	8	39	51	10
Non-Public Nursery	44	39	17	28	49	24	35	51	15	16	64	20	19	61	20	36	45	19	55	32	13	40	47	13
Prekindergarten	59	32	9	38	48	15	42	46	12	31	56	13	39	52	10	58	35	7	64	30	6	52	41	7
Special Education																								
Yes	36	42	22	18	42	39	24	46	30	15	55	31	21	58	21	43	42	14	37	45	18	25	53	21
No	51	34	15	32	44	24	35	43	22	27	52	22	32	49	19	48	38	14	56	32	12	42	43	15
Limited English Proficiency																								
Yes	29	57	14	0	29	71	0	43	57	0	43	57	0	43	57	14	71	14	29	57	14	14	57	29
No	50	35	16	31	44	25	34	44	22	26	52	22	31	50	19	48	38	14	55	33	12	41	43	15
Free and Reduced Price Meals																								
Yes	38	50	13	21	55	24	29	49	22	21	60	19	22	56	22	48	33	19	53	38	9	32	53	15
No	50	34	16	31	44	25	35	43	22	26	51	23	32	49	19	48	38	14	55	33	12	42	43	15
* = fewer than 5																								

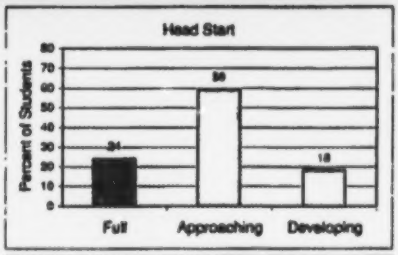
Cecil County 2001-2002

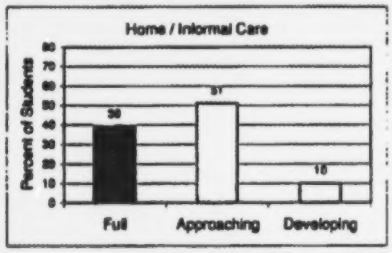
Disaggregated Data by Prior Care

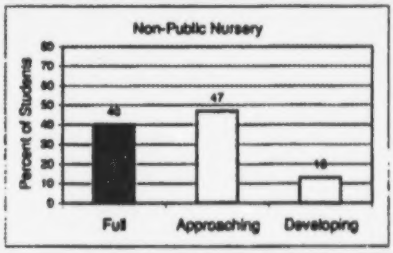
Entering Kindergarten

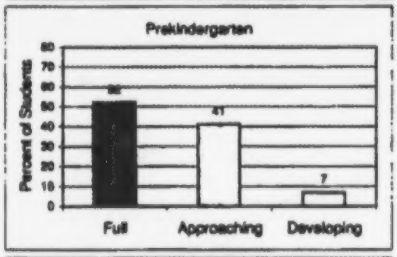












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

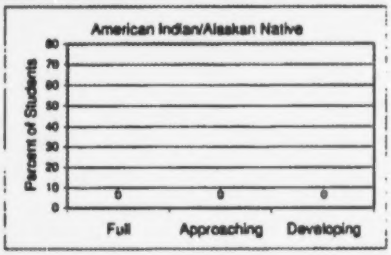
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

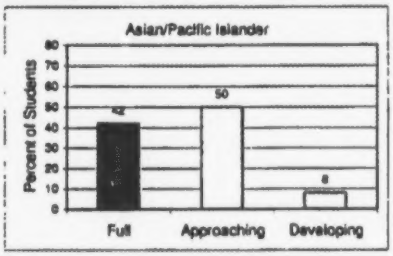
Prekindergarten

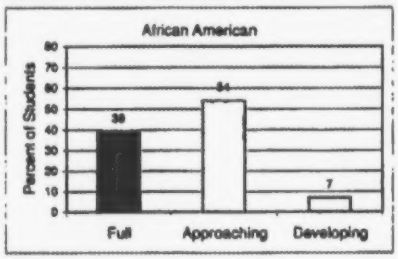
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

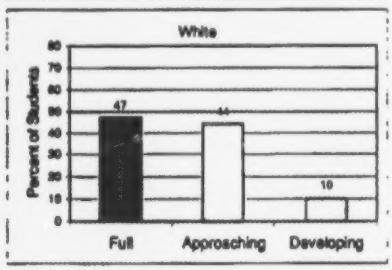
Disaggregated Data by Race / Ethnicity

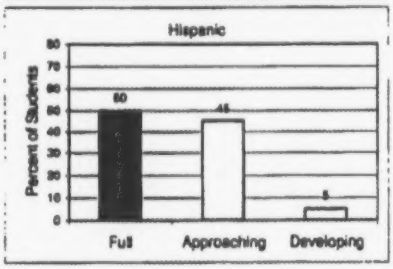
Entering Kindergarten







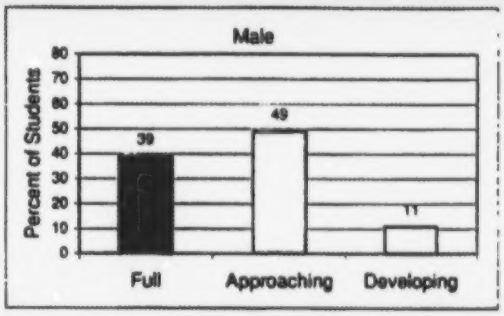


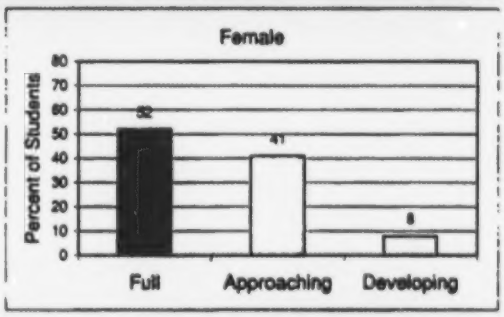


Cecil County 2001-2002

Disaggregated Data by Gender

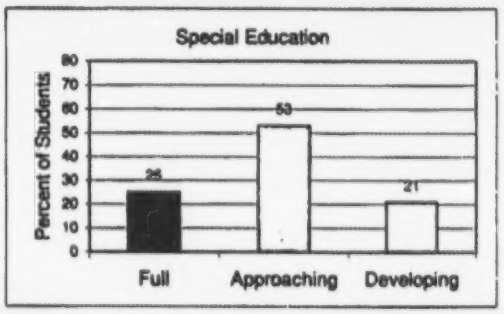
Entering Kindergarten

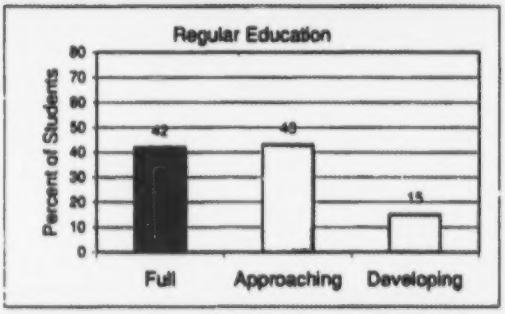




Disaggregated Data by Special Education

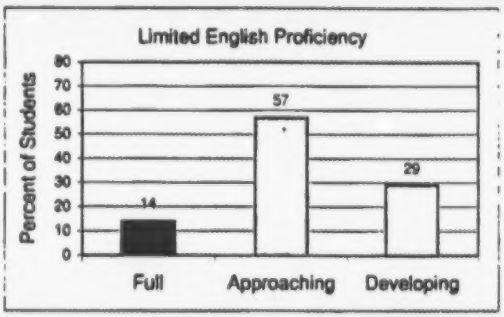
Entering Kindergarten

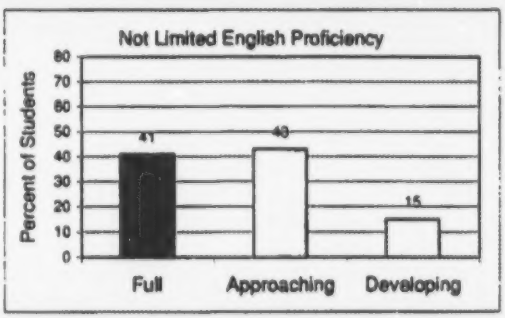




Disaggregated Data by Limited English Proficiency

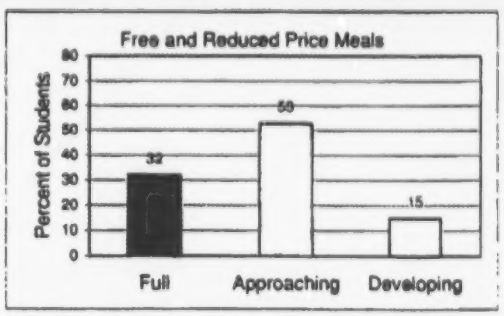
Entering Kindergarten

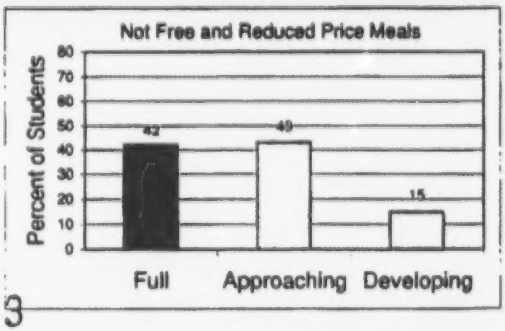




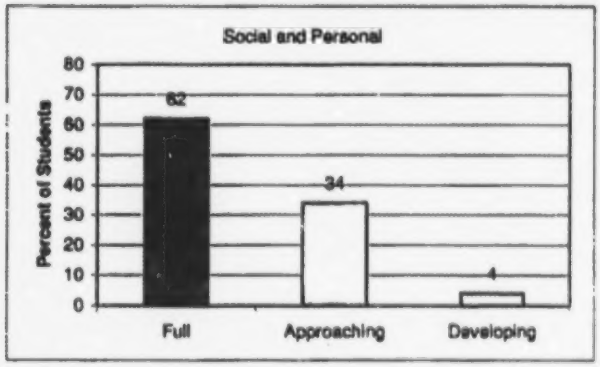
Disaggregated Data by Free and Reduced Price Meals

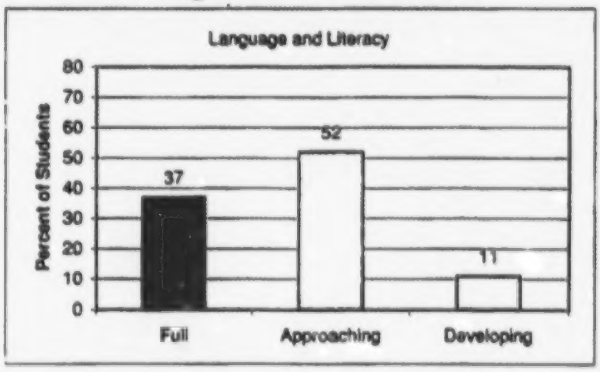
Entering Kindergarten

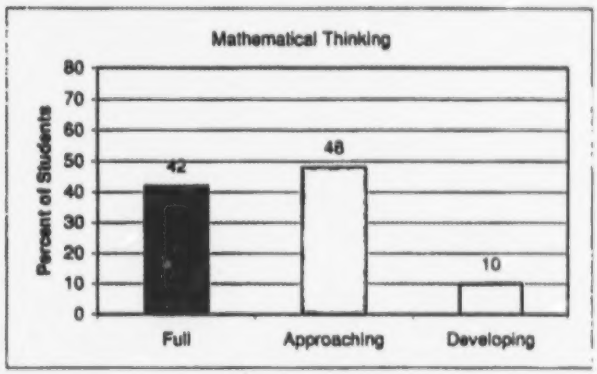


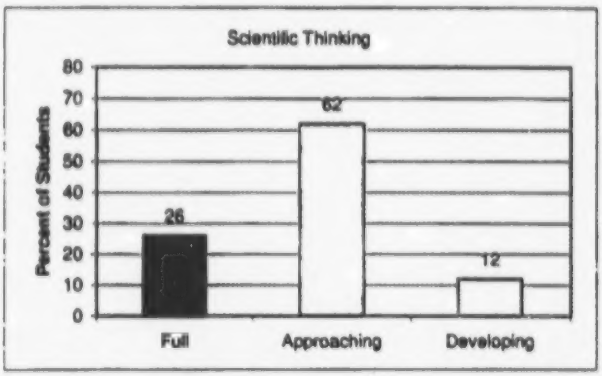


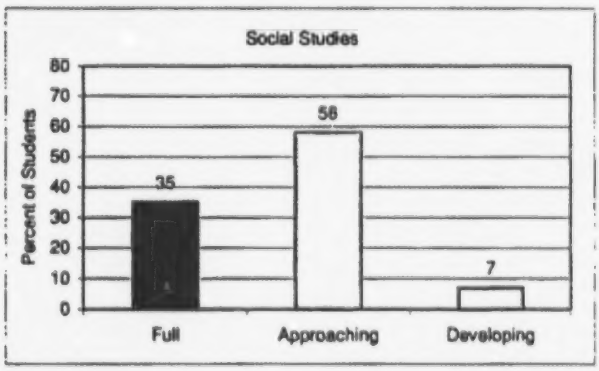
Charles County - Percentage of Kindergarten Students

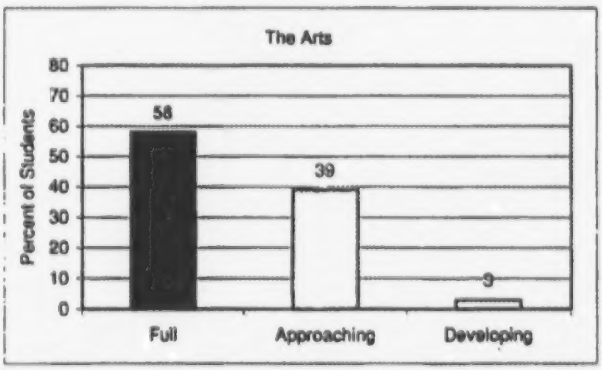


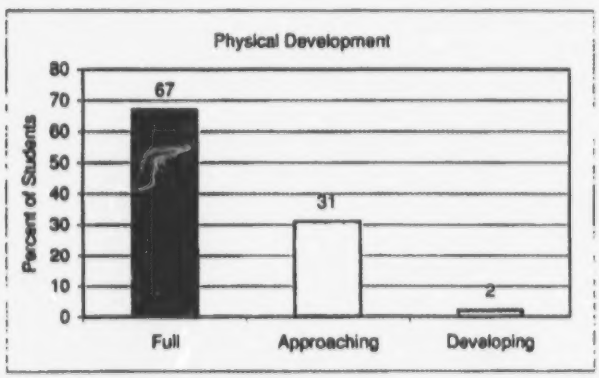


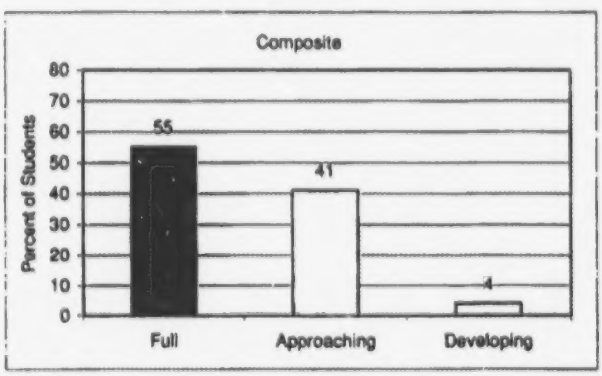












Charles County - Percentage of Kindergarten Students

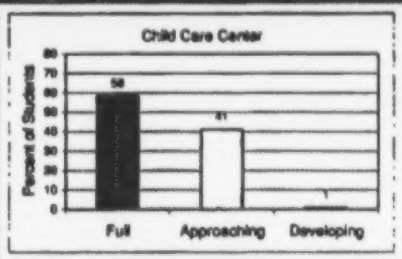
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	57	43	0	33	50	17	38	50	13	13	75	13	25	63	13	57	43	0	50	50	0	*	*	*
Asian/Pacific Islander	65	35	0	44	56	0	59	41	0	41	59	0	44	56	0	75	25	0	74	26	0	67	33	0
African American	53	42	5	30	57	13	34	52	14	21	63	16	27	63	10	53	45	3	63	35	2	45	50	5
White	67	30	3	42	48	10	47	46	8	29	61	10	39	55	6	61	36	3	70	29	1	61	35	3
Hispanic	67	27	7	40	52	8	42	45	13	29	55	16	39	55	6	69	31	0	77	23	0	45	50	5
Gender																								
Male	55	39	6	33	54	13	41	47	12	25	61	14	32	59	9	51	44	5	64	34	3	50	45	5
Female	69	29	2	43	49	8	44	49	7	28	63	10	38	57	5	67	33	1	72	28	1	61	36	3
Prior Care																								
Child Care Center	55	40	5	38	53	9	42	55	3	28	63	9	33	63	4	64	36	0	70	29	1	58	41	1
Family Child Care	81	15	4	32	59	9	56	41	4	31	69	0	50	50	0	81	19	0	88	12	0	81	19	0
Head Start	54	41	4	31	56	13	42	44	14	24	52	24	43	47	11	52	46	2	72	28	0	47	47	6
Home / Informal Care	53	42	4	28	52	20	28	53	19	21	59	20	30	57	14	48	47	5	54	44	3	40	51	9
Non-Public Nursery	76	20	3	58	37	6	64	30	6	42	51	7	56	40	5	68	30	2	81	19	0	76	24	0
Prekindergarten	63	34	3	37	54	8	43	49	9	25	65	11	32	62	6	59	38	3	68	30	2	55	42	4
Special Education																								
Yes	52	40	8	24	60	17	33	54	13	21	55	24	27	58	15	45	41	13	57	34	9	43	44	13
No	62	35	4	38	52	10	42	48	10	26	62	12	34	59	7	59	39	2	68	31	1	55	42	4
Limited English Proficiency																								
Yes	70	30	0	22	67	11	50	40	10	18	82	0	50	50	0	73	27	0	70	30	0	57	43	0
No	61	35	4	37	52	11	41	48	11	26	62	13	34	59	8	58	39	3	67	31	2	54	42	4
Free and Reduced Price Meals																								
Yes	51	43	6	20	63	17	31	54	14	13	68	18	18	73	9	42	54	4	58	40	2	39	54	6
No	62	34	4	38	51	10	42	48	10	27	61	12	35	57	8	59	38	3	68	31	2	55	41	4

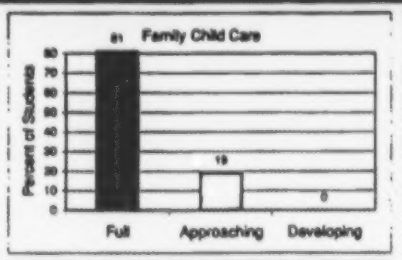
* = fewer than 5

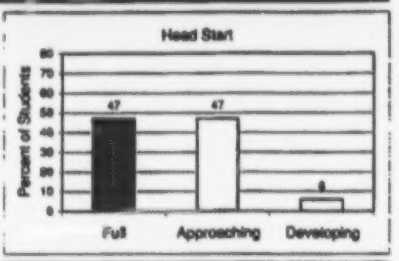
Charles County 2001-2002

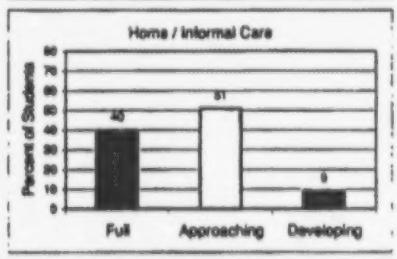
Disaggregated Data by Prior Care

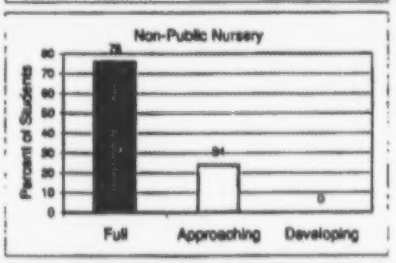
Entering Kindergarten

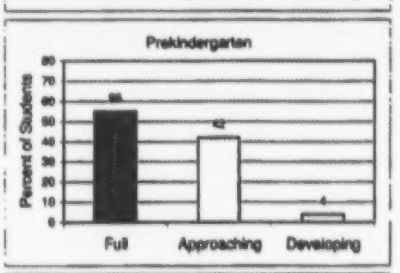












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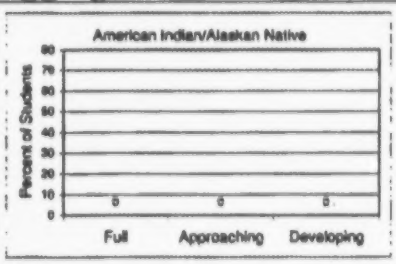
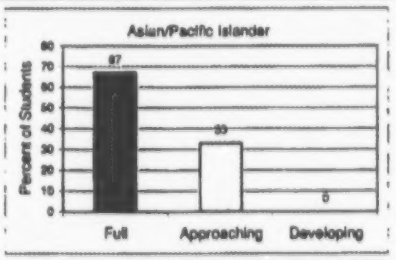
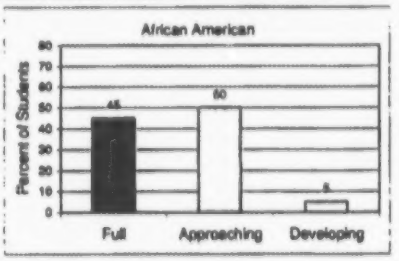
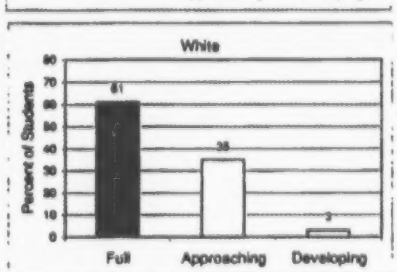
Disaggregated Data by Race / Ethnicity

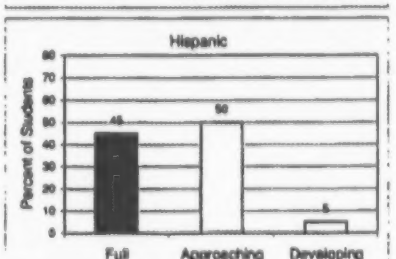
Entering Kindergarten







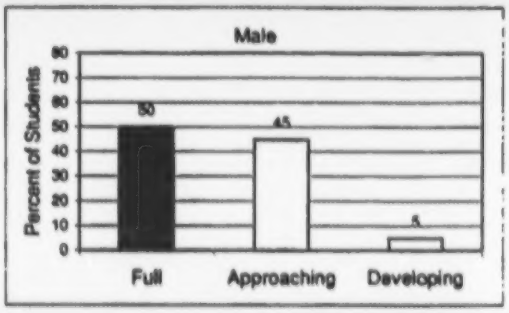


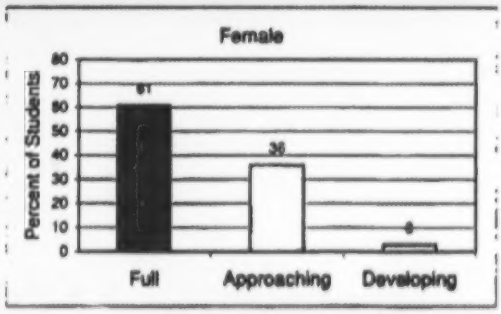


Charles County 2001-2002

Disaggregated Data by Gender

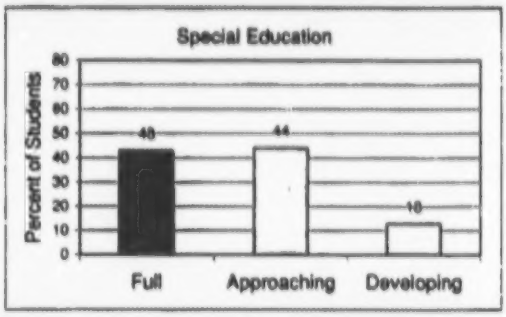
Entering Kindergarten

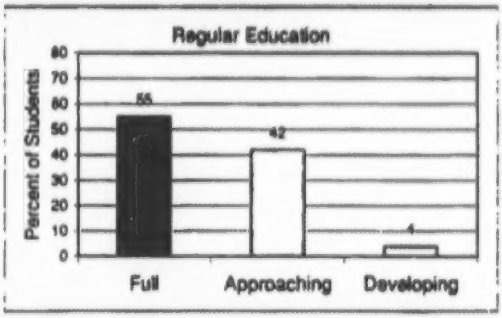




Disaggregated Data by Special Education

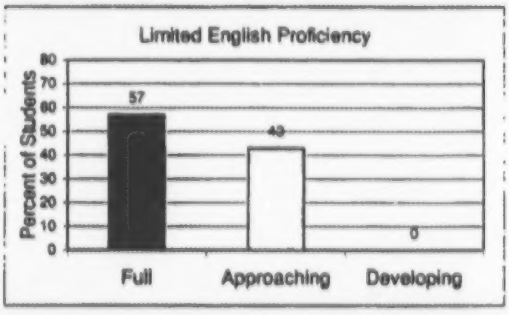
Entering Kindergarten

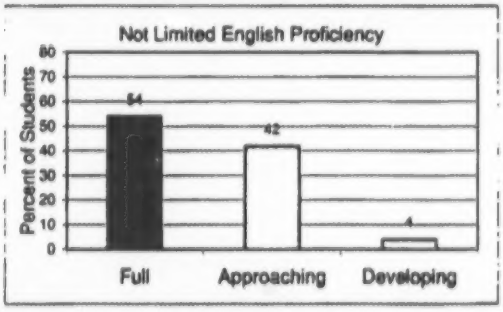




Disaggregated Data by Limited English Proficiency

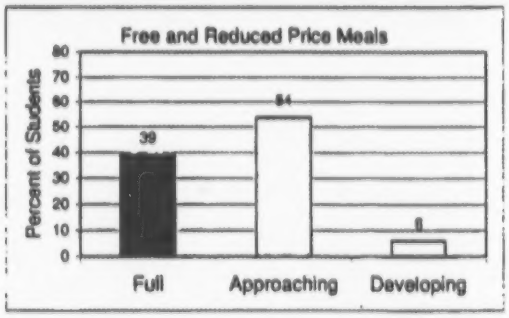
Entering Kindergarten

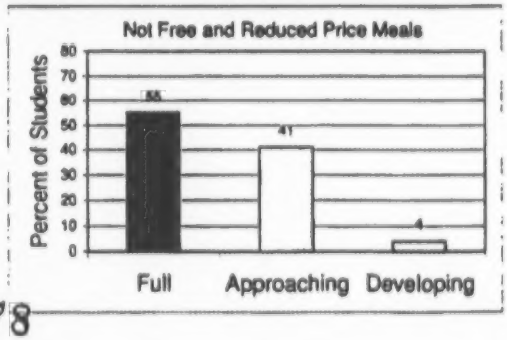




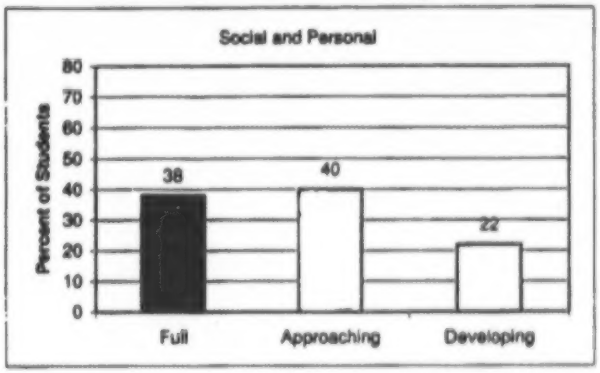
Disaggregated Data by Free and Reduced Price Meals

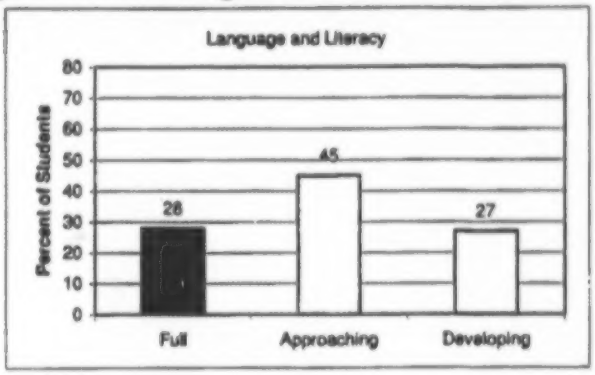
Entering Kindergarten

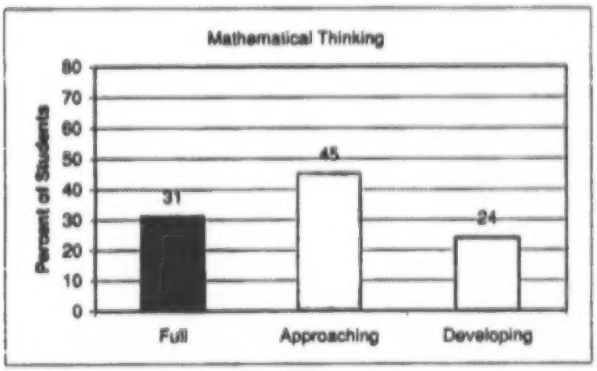


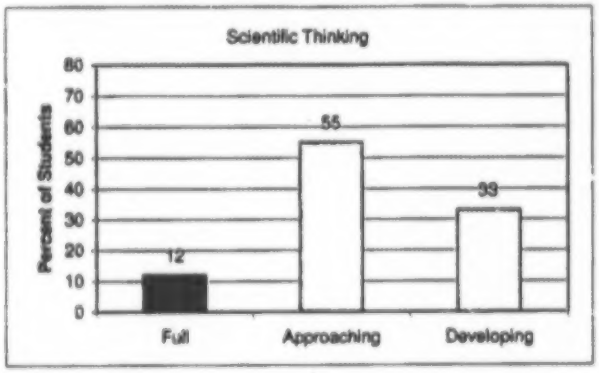


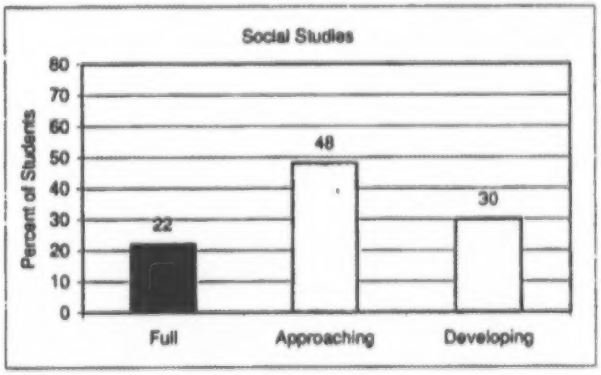
Dorchester County - Percentage of Kindergarten Students

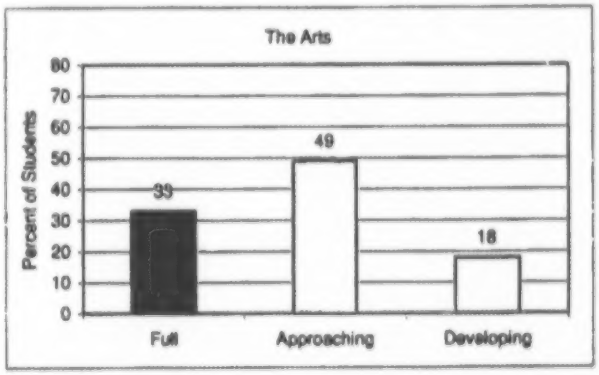


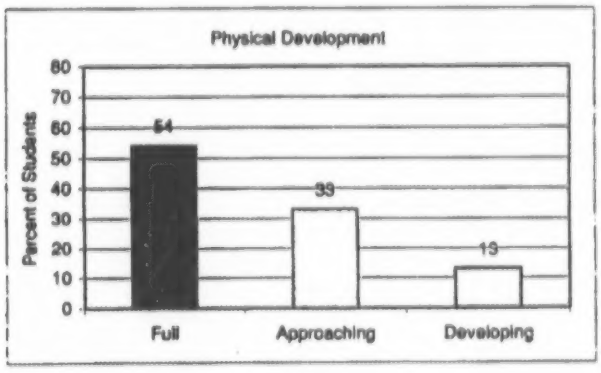


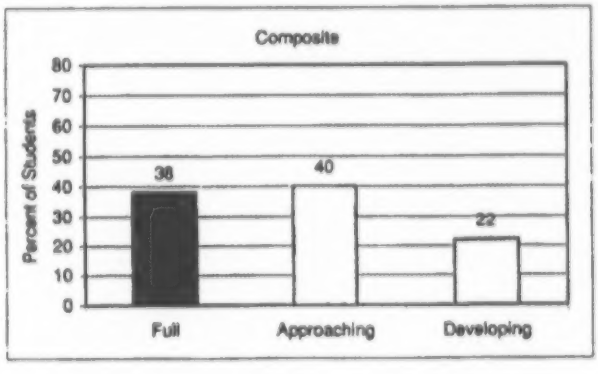












Dorchester County - Percentage of Kindergarten Students

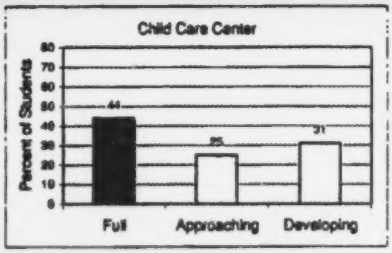
				Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	24	50	26	15	55	30	15	54	32	3	56	41	9	54	38	26	53	21	41	46	13	24	54	23
White	49	32	18	39	36	25	44	38	17	19	55	26	33	44	23	38	46	16	66	21	13	51	28	21
Hispanic	29	29	43	0	71	29	0	57	43	0	43	57	0	43	57	14	43	43	14	71	14	0	57	43
Gender																								
Male	32	47	22	26	45	29	31	47	22	16	51	34	20	47	33	25	52	22	51	33	15	36	39	25
Female	45	33	22	31	45	24	31	42	27	8	60	32	24	48	28	40	46	14	57	32	11	41	40	20
Prior Care																								
Child Care Center	29	47	24	29	41	29	35	35	29	18	47	35	25	44	31	29	59	12	53	24	24	44	25	31
Family Child Care	0	100	0	0	100	0	0	100	0	0	100	0	0	100	0	100	0	0	100	0	0	0	100	0
Head Start	14	33	52	5	55	41	5	59	36	0	50	50	0	48	52	14	59	27	18	55	27	6	61	33
Home / Informal Care	23	45	32	10	38	52	16	42	42	6	39	55	6	42	52	26	32	42	35	39	26	17	34	48
Non-Public Nursery	55	30	15	25	70	5	45	50	5	0	95	5	20	75	5	40	55	5	75	20	5	42	53	5
Prekindergarten	43	40	17	35	42	23	35	43	22	15	55	30	27	46	27	35	50	15	59	32	9	45	38	18
Special Education																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	38	40	22	28	45	26	31	45	24	12	55	33	22	48	30	33	49	18	54	33	13	38	40	22
Limited English Proficiency																								
Yes	*	*	*	*	*	*	0	20	80	0	40	60	0	20	80	0	60	40	20	60	20	*	*	*
No	38	40	22	29	45	26	31	45	23	12	56	32	22	48	29	33	49	18	55	32	13	39	39	22
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	38	40	22	28	45	27	31	45	24	12	55	33	22	48	30	33	49	18	54	33	13	38	40	22

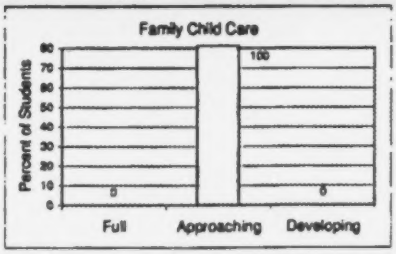
* = fewer than 5

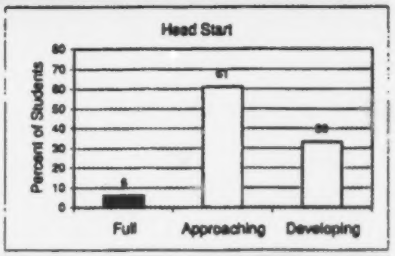
Dorchester County 2001-2002

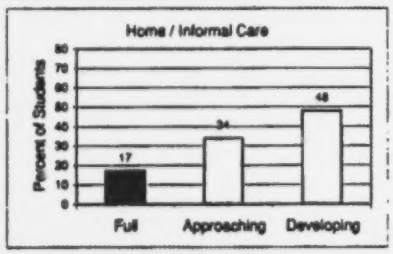
Disaggregated Data by Prior Care

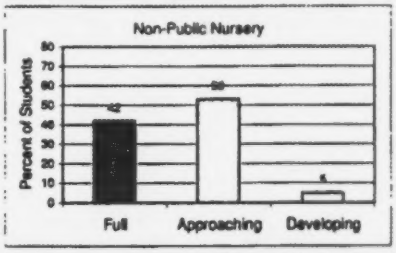
Entering Kindergarten

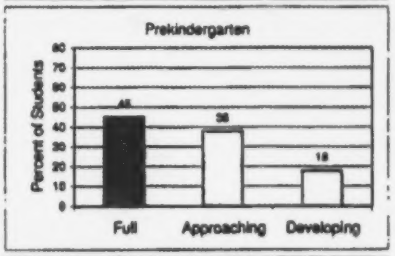












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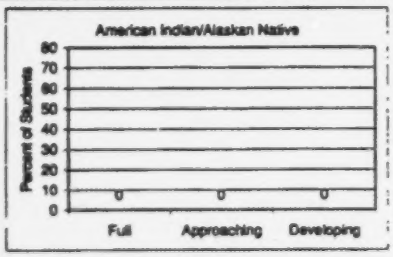
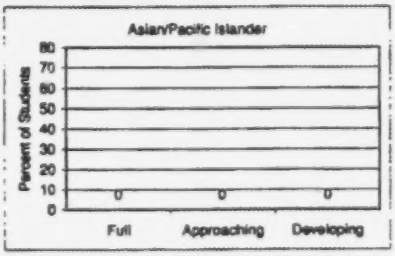
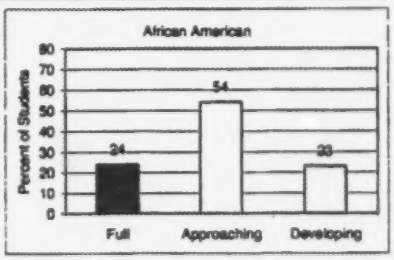
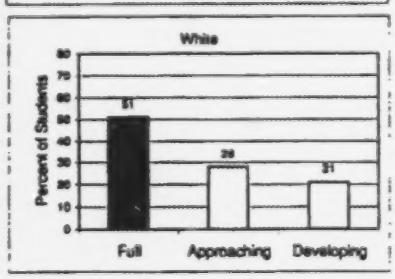
Disaggregated Data by Race / Ethnicity

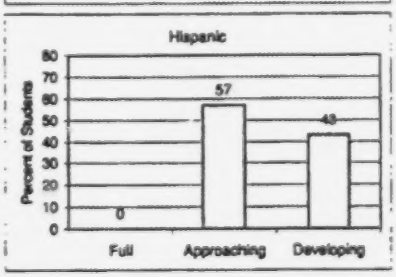
Entering Kindergarten







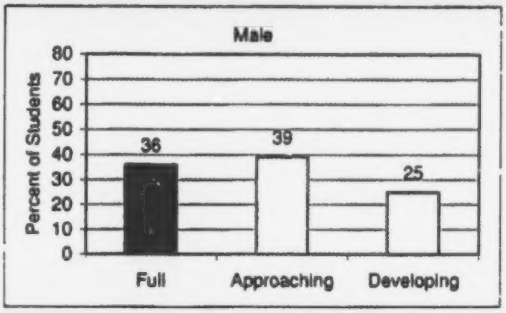


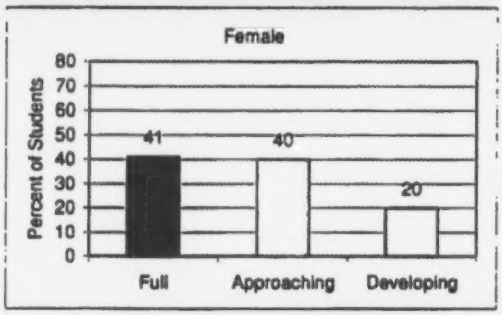


Dorchester County 2001-2002

Disaggregated Data by Gender

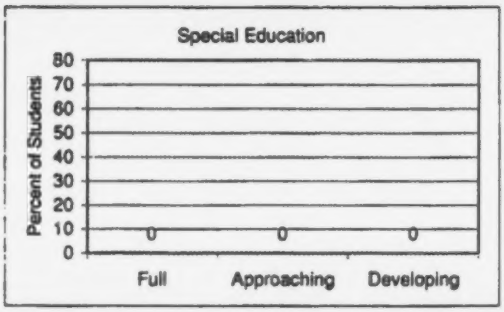
Entering Kindergarten

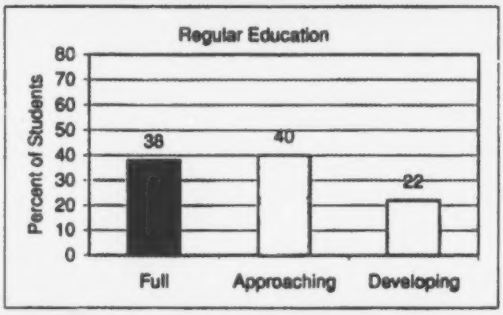




Disaggregated Data by Special Education

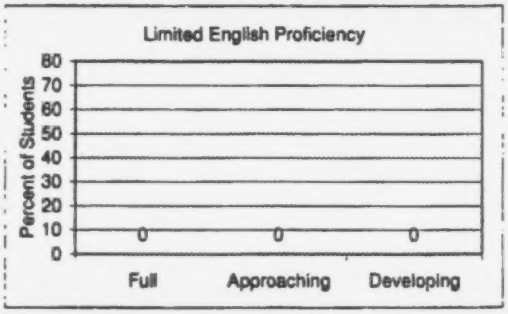
Entering Kindergarten

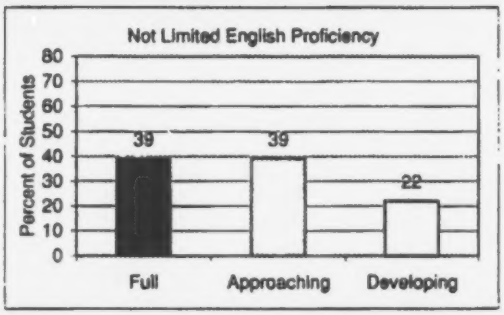




Disaggregated Data by Limited English Proficiency

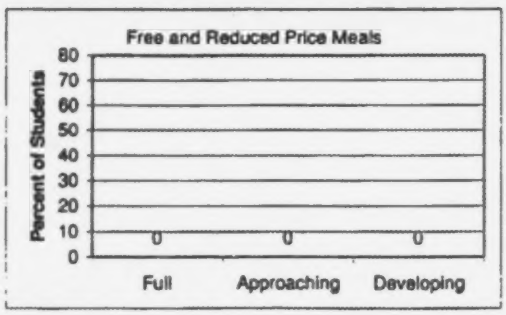
Entering Kindergarten

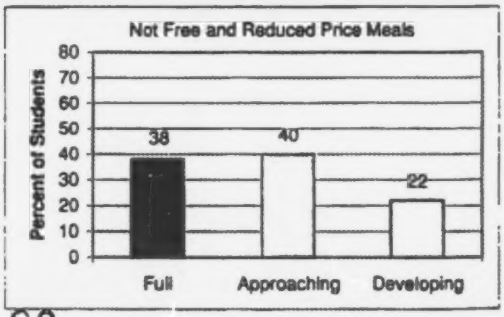




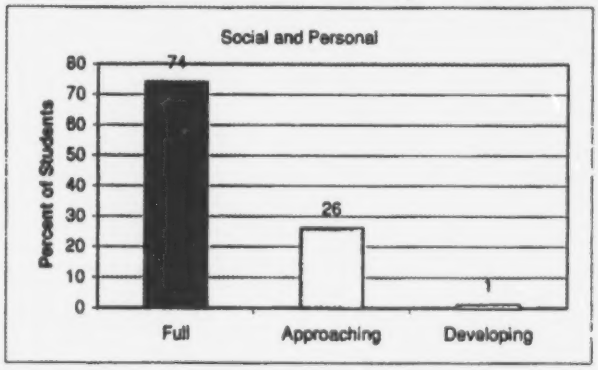
Disaggregated Data by Free and Reduced Price Meals

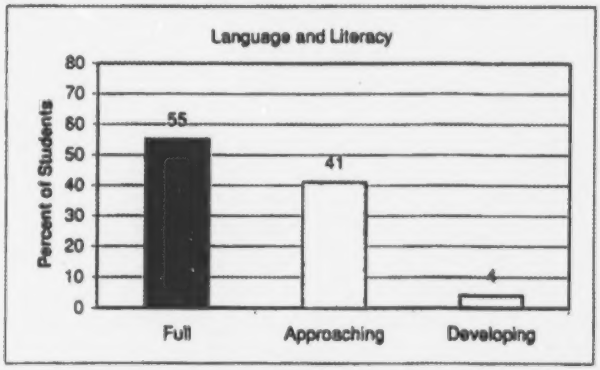
Entering Kindergarten

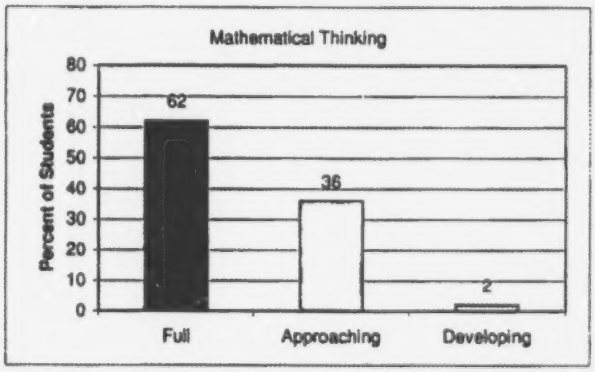


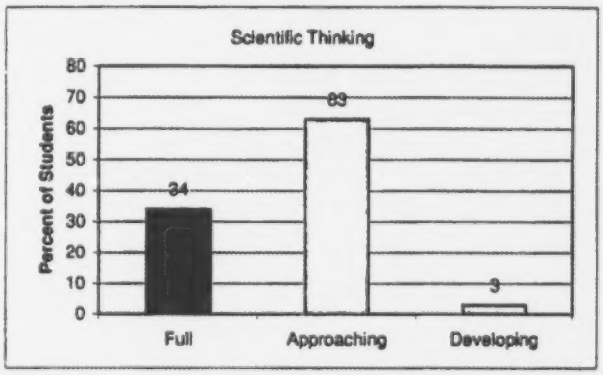


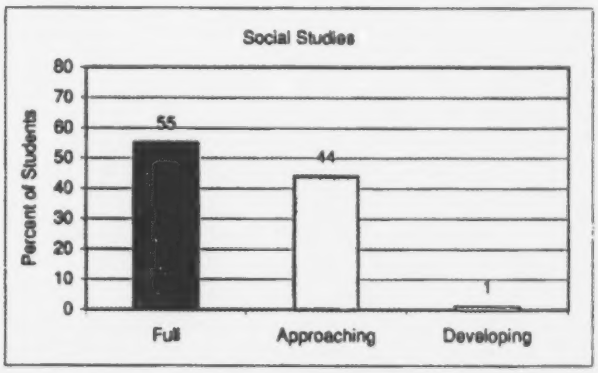
Frederick County - Percentage of Kindergarten Students

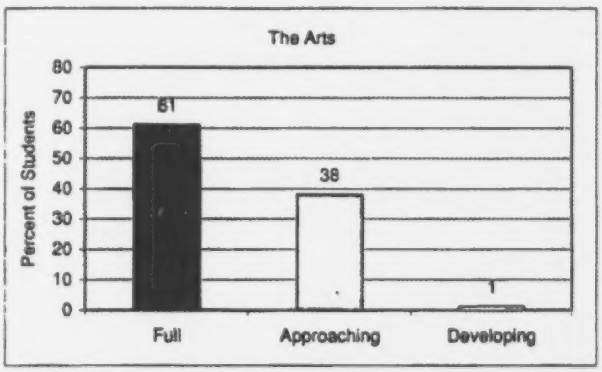


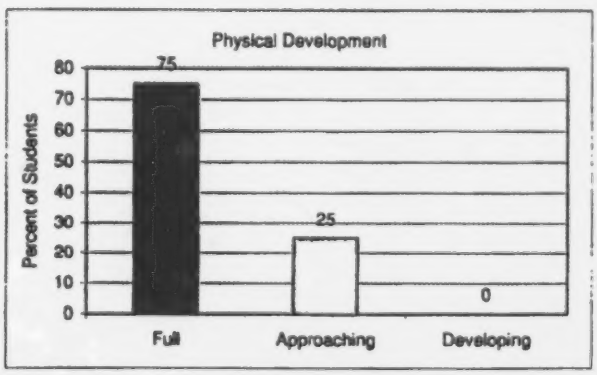


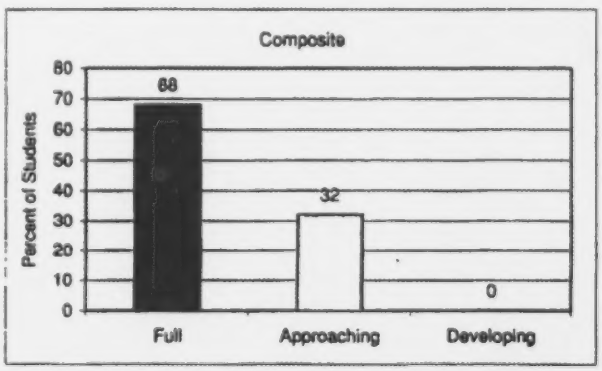












Frederick County - Percentage of Kindergarten Students

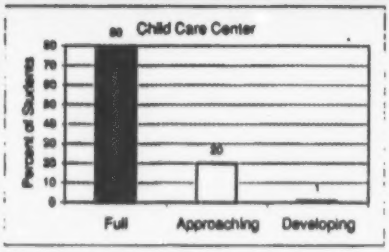
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	89	11	0	88	0	13	78	11	11	44	56	0	78	22	0	78	22	0	100	0	0	88	13	0
Asian/Pacific Islander	75	25	0	59	39	2	51	47	2	33	63	3	57	42	2	56	44	0	77	23	0	69	31	0
African American	52	47	1	37	56	8	46	49	5	22	72	7	41	58	1	41	58	1	60	40	0	44	53	2
White	76	23	1	58	40	2	64	34	2	36	62	3	57	42	0	64	36	0	77	23	0	71	29	0
Hispanic	63	36	1	35	44	20	47	38	15	23	66	11	39	57	4	51	45	4	70	30	0	52	47	1
Gender																								
Male	69	30	1	51	45	4	61	36	3	34	63	4	55	44	1	57	42	1	73	27	0	65	35	1
Female	78	21	0	59	38	3	62	35	2	34	63	3	55	44	0	65	34	0	78	22	0	71	29	0
Prior Care																								
Child Care Center	76	22	2	64	34	3	72	25	2	47	52	1	65	35	0	73	27	0	85	15	0	80	20	1
Family Child Care	73	27	0	58	38	4	65	35	0	28	72	0	46	54	0	58	42	0	81	19	0	72	28	0
Head Start	66	31	3	30	66	4	34	62	5	10	81	9	33	65	1	38	61	1	55	45	1	42	57	1
Home / Informal Care	71	29	1	50	45	5	55	41	3	31	66	3	53	46	1	59	40	1	73	26	0	64	36	0
Non-Public Nursery	85	15	0	70	29	0	76	23	0	43	56	1	66	34	0	73	27	0	86	14	0	82	17	0
Prekindergarten	64	35	1	50	46	4	56	40	4	25	69	6	46	53	1	49	50	1	63	36	0	55	44	1
Special Education																								
Yes	62	34	4	35	53	12	45	45	11	22	66	12	47	49	4	52	44	4	55	42	2	50	46	4
No	74	26	1	56	41	3	62	35	3	34	62	4	55	44	1	61	38	1	76	24	0	68	32	0
Limited English Proficiency																								
Yes	22	78	0	22	33	44	38	25	38	0	78	22	22	56	22	22	78	0	44	44	11	13	75	13
No	73	26	1	55	42	4	61	35	3	34	62	4	55	44	1	61	39	1	75	25	0	67	32	1
Free and Reduced Price Meals																								
Yes	41	56	3	22	60	17	21	54	25	13	61	25	24	63	14	23	74	3	44	54	2	30	66	4
No	75	24	1	57	40	3	63	34	2	35	63	3	57	43	0	63	37	1	76	23	0	69	31	0

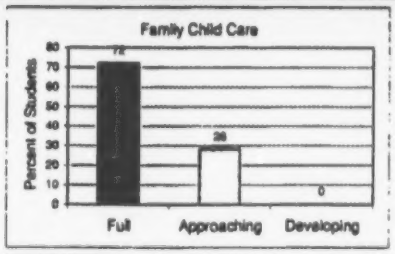
* = fewer than 5

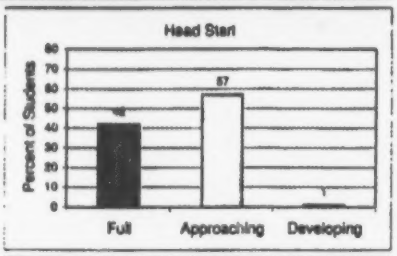
Frederick County 2001-2002

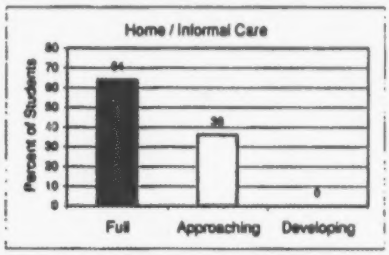
Disaggregated Data by Prior Care

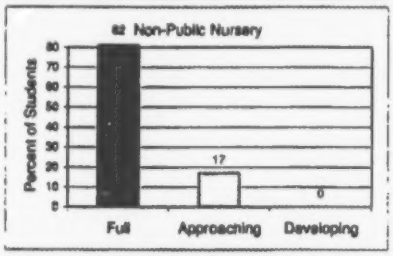
Entering Kindergarten

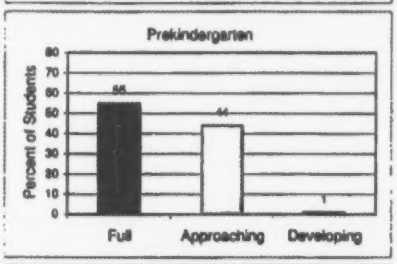












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

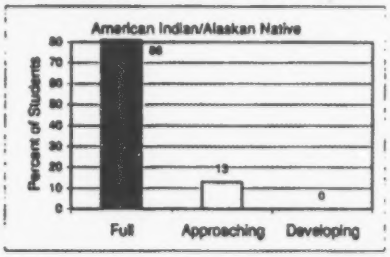
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

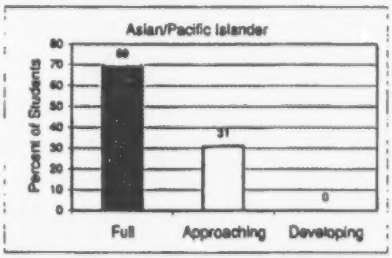
Prekindergarten

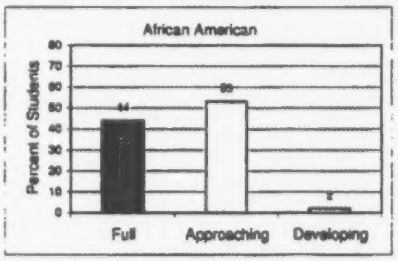
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

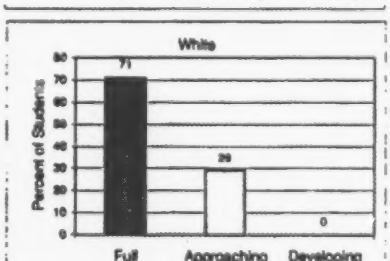
Disaggregated Data by Race / Ethnicity

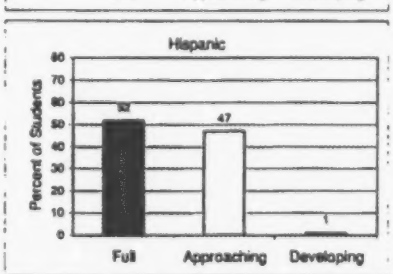
Entering Kindergarten







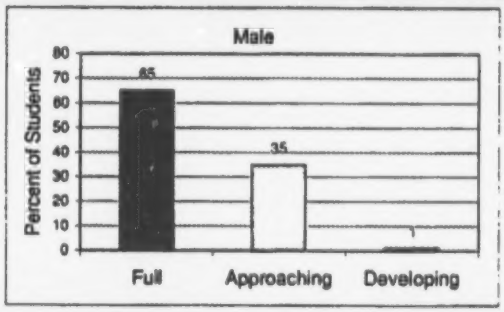


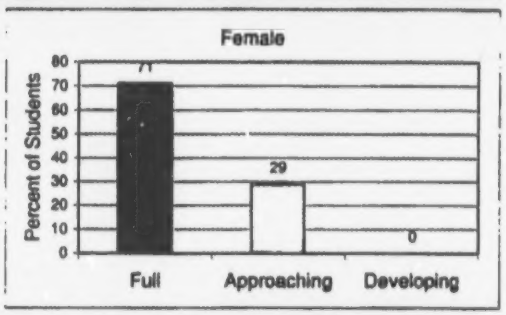


Frederick County 2001-2002

Disaggregated Data by Gender

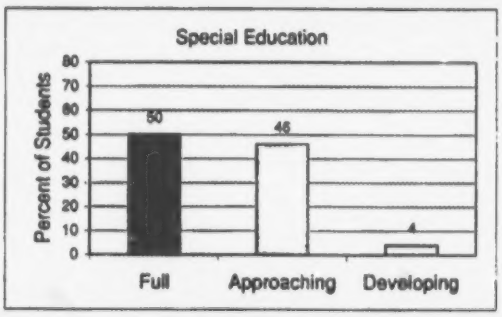
Entering Kindergarten

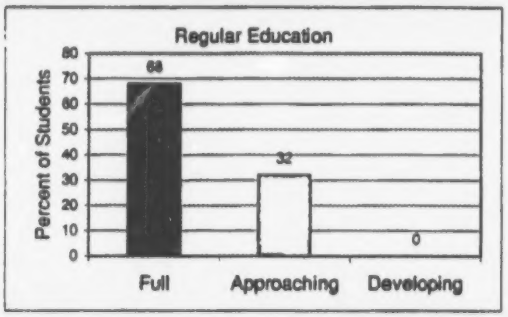




Disaggregated Data by Special Education

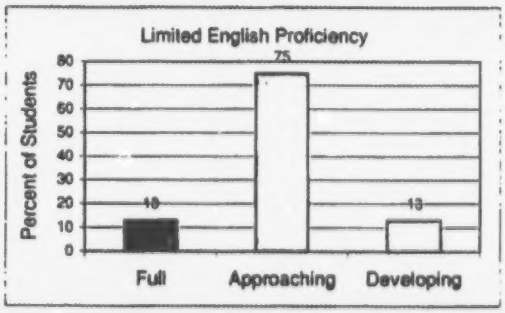
Entering Kindergarten

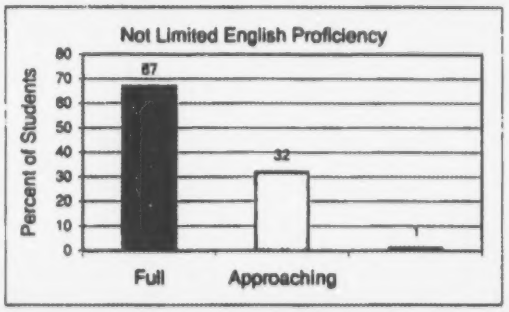




Disaggregated Data by Limited English Proficiency

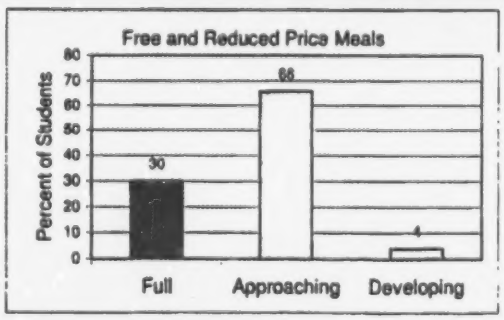
Entering Kindergarten

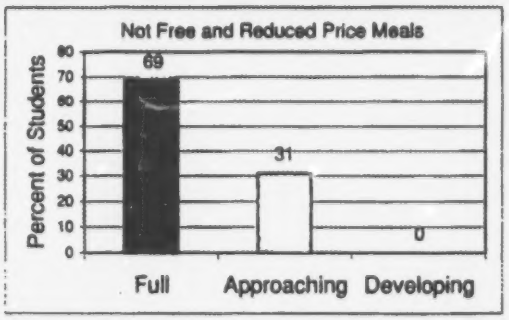




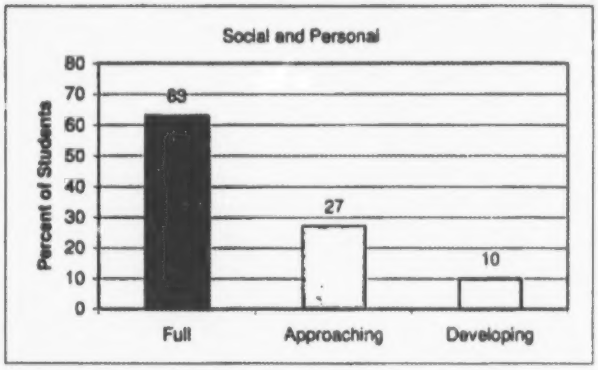
Disaggregated Data by Free and Reduced Price Meals

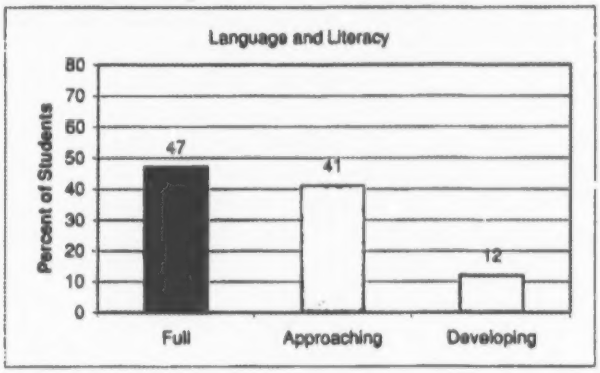
Entering Kindergarten

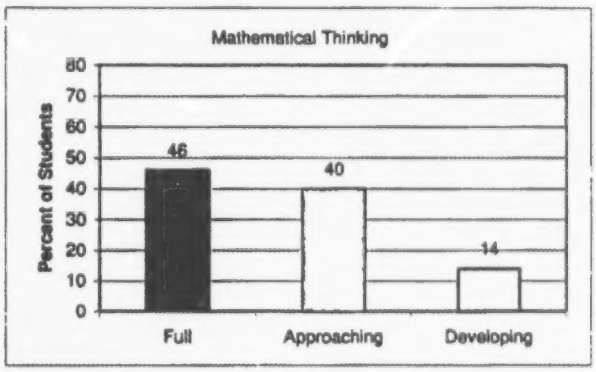


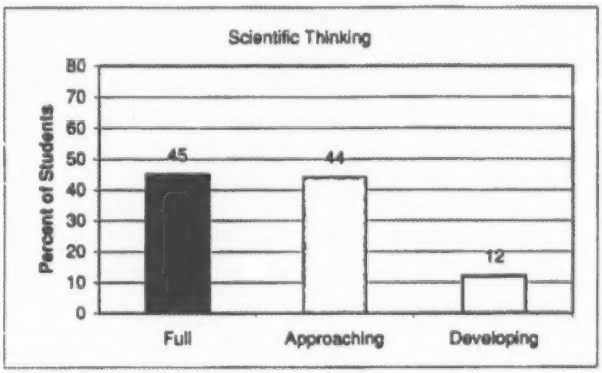


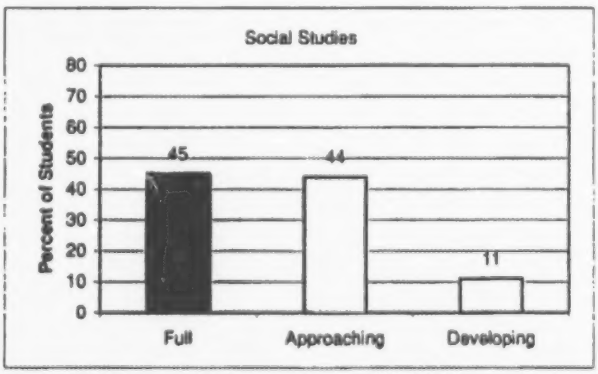
Garrett County - Percentage of Kindergarten Students

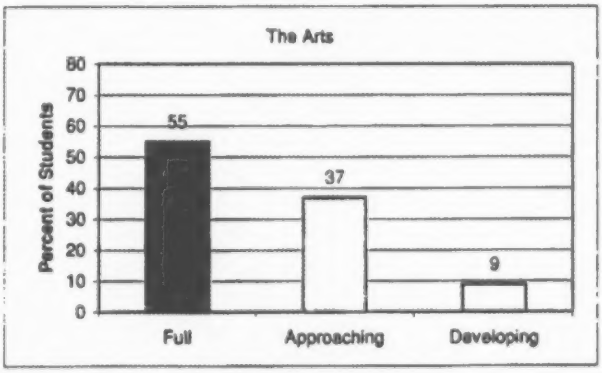


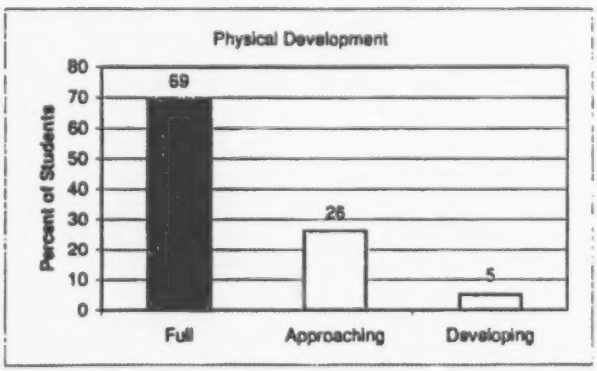


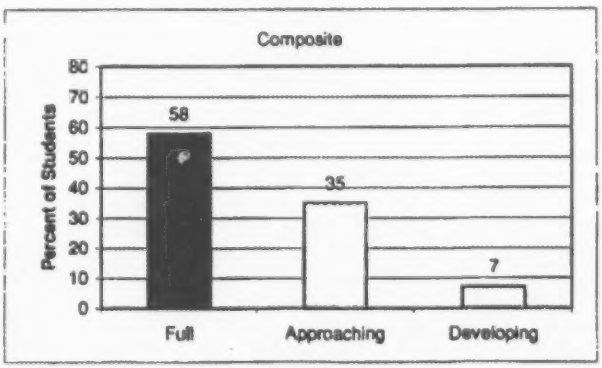












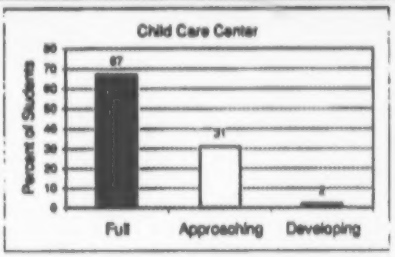
Garrett County - Percentage of Kindergarten Students

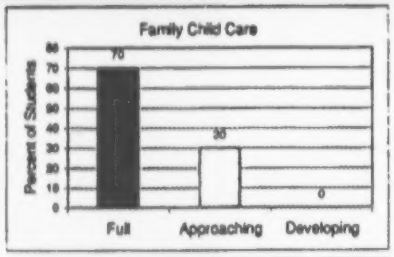
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
White	62	28	10	46	41	12	46	40	14	45	44	12	45	44	11	54	37	9	69	26	5	58	35	7
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	51	36	13	37	48	15	39	45	15	39	47	15	38	49	13	48	40	12	62	30	8	49	42	9
Female	73	20	7	56	35	9	53	35	13	51	41	9	52	39	9	61	34	6	76	22	2	66	29	5
Prior Care																								
Child Care Center	67	28	6	58	36	6	56	40	4	49	45	6	56	37	7	61	37	2	75	22	4	67	31	2
Family Child Care	80	10	10	55	45	0	64	18	18	55	36	9	55	27	18	70	30	0	91	9	0	70	30	0
Head Start	43	40	16	31	42	27	32	48	20	36	45	20	34	51	15	42	41	17	52	43	5	43	42	15
Home / Informal Care	74	14	13	46	47	7	46	40	14	44	44	11	41	52	6	55	38	8	73	20	7	57	37	5
Non-Public Nursery	89	11	0	89	11	0	75	25	0	75	25	0	67	33	0	78	22	0	78	22	0	86	14	0
Prekindergarten	67	30	3	52	40	7	53	33	14	49	43	7	52	34	13	61	33	6	81	16	3	66	31	3
Special Education																								
Yes	44	31	25	13	40	47	25	44	31	25	25	50	27	53	20	38	38	25	44	44	13	29	43	29
No	63	27	9	48	41	11	47	40	13	45	45	10	46	44	10	56	37	8	71	25	4	59	35	6
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	62	27	10	46	41	12	46	40	14	44	44	12	45	44	11	55	37	9	69	26	5	58	35	7
Free and Reduced Price Meals																								
Yes	54	33	13	33	49	18	33	48	19	34	51	15	33	52	14	47	43	11	62	33	6	46	44	10
No	71	21	7	60	34	6	59	32	9	55	37	8	57	35	7	63	31	6	77	19	4	70	26	4
* = fewer than 5																								

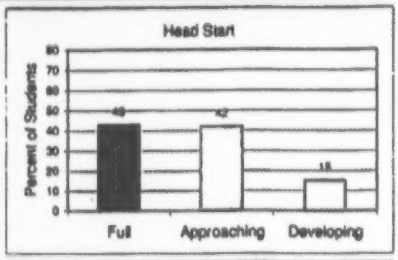
Garrett County 2001-2002

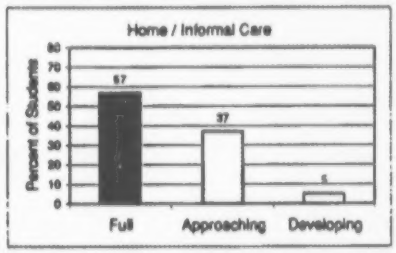
Disaggregated Data by Prior Care

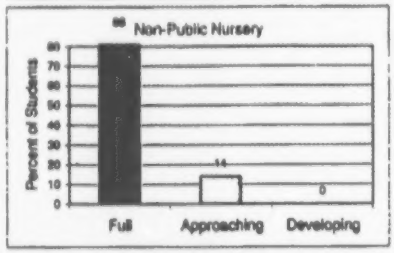
Entering Kindergarten

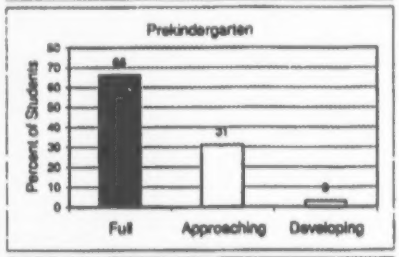












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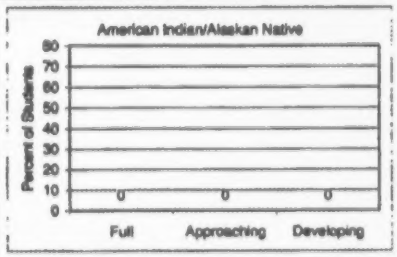
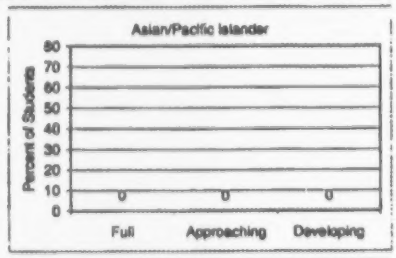
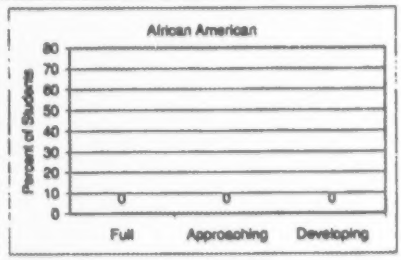
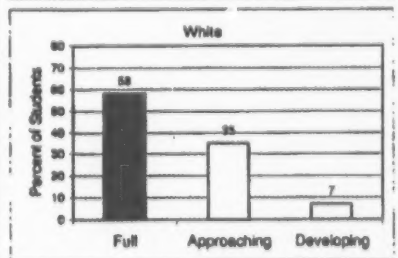
Disaggregated Data by Race / Ethnicity

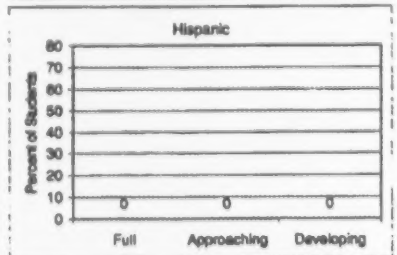
Entering Kindergarten







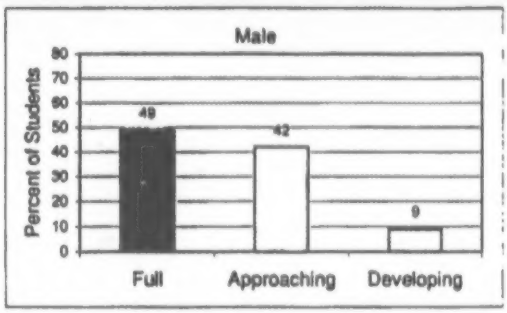


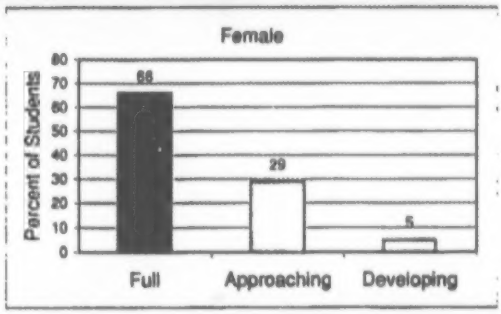


Garrett County 2001-2002

Disaggregated Data by Gender

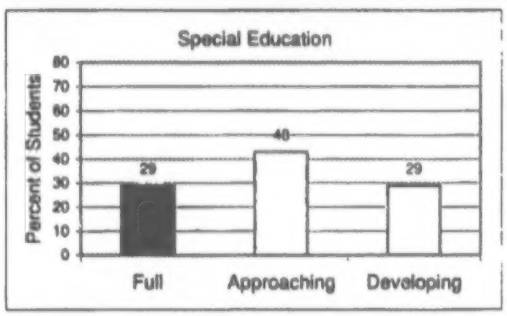
Entering Kindergarten

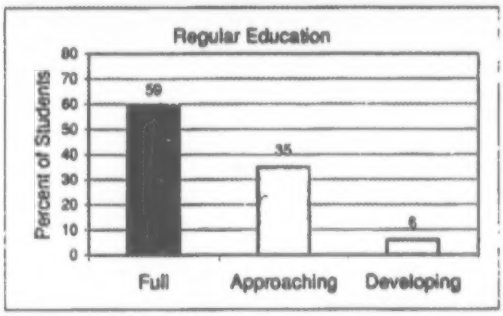




Disaggregated Data by Special Education

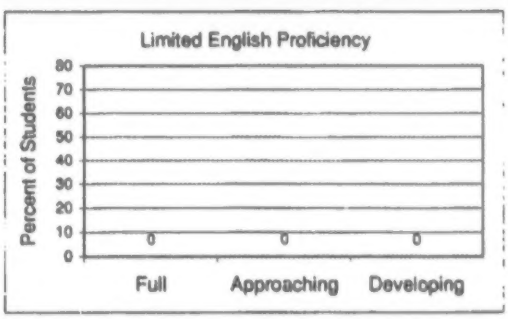
Entering Kindergarten

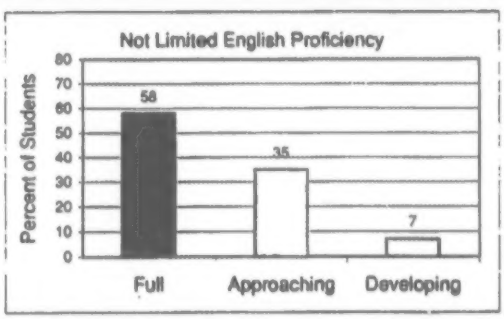




Disaggregated Data by Limited English Proficiency

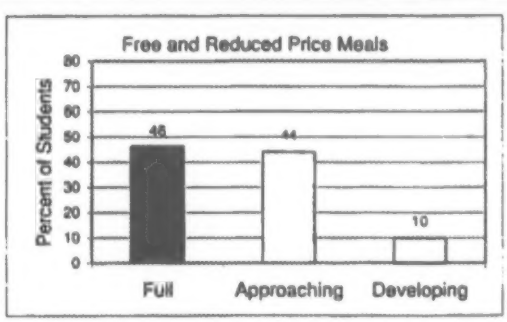
Entering Kindergarten

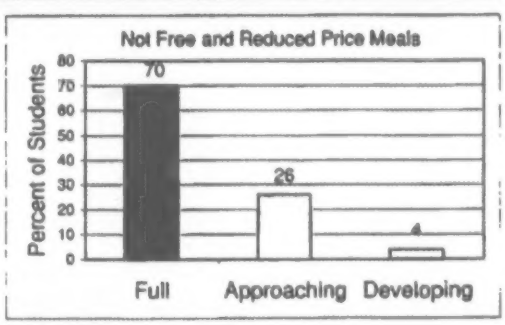




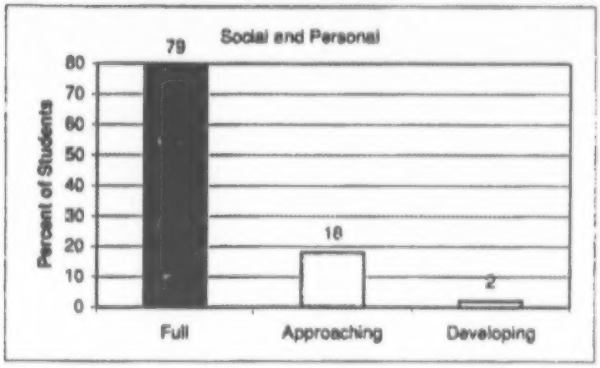
Disaggregated Data by Free and Reduced Price Meals

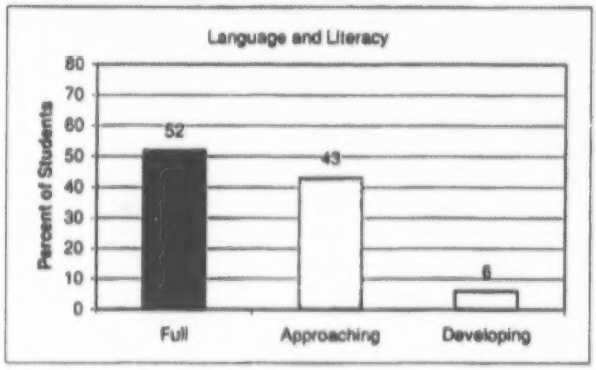
Entering Kindergarten

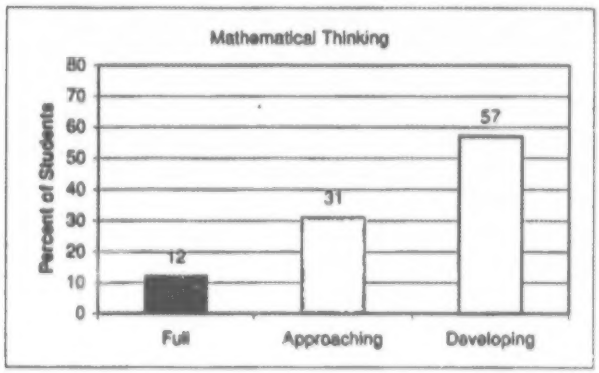


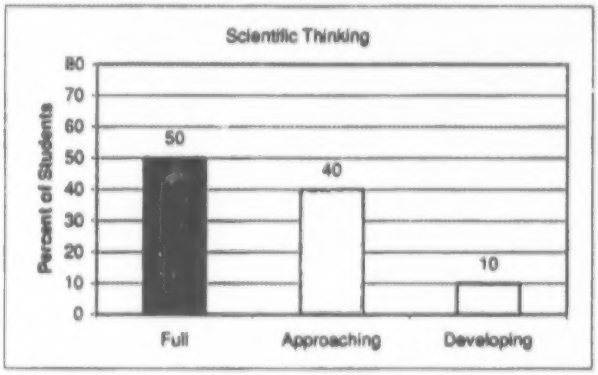


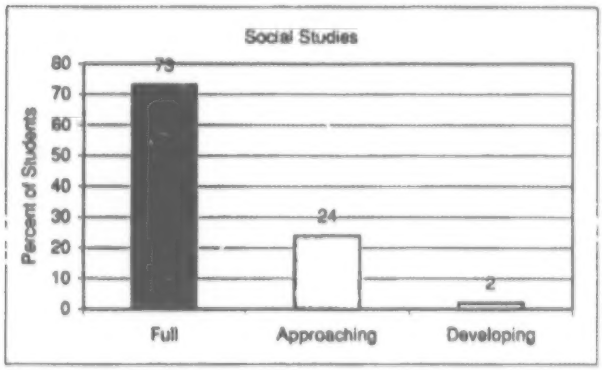
Harford County - Percentage of Kindergarten Students

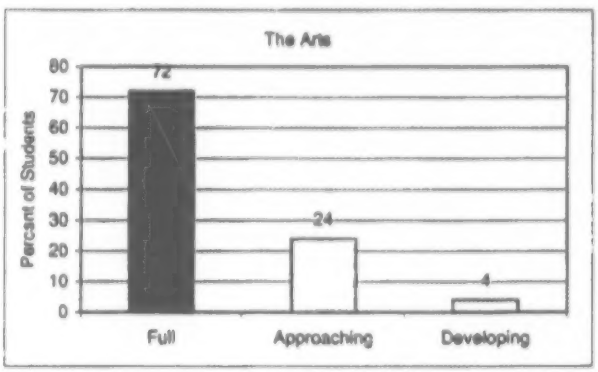


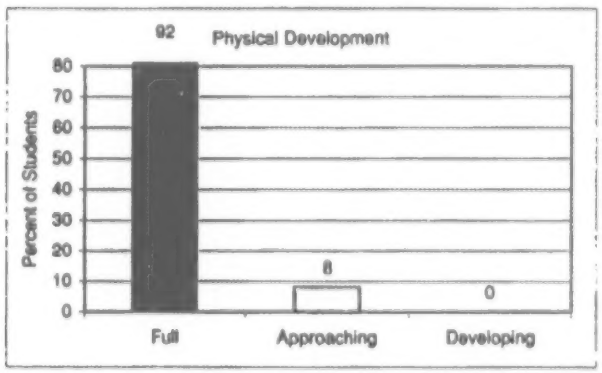


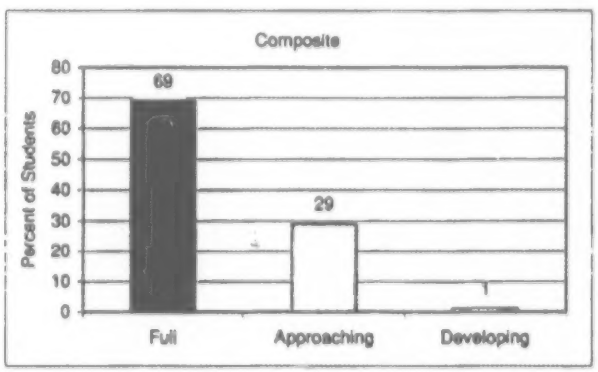












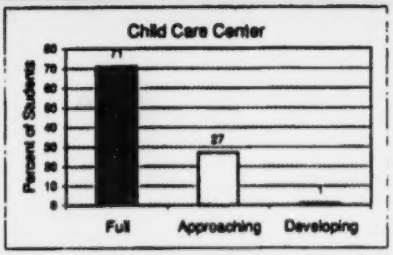
Harford County - Percentage of Kindergarten Students

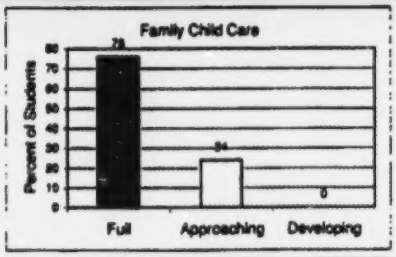
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	67	28	6	33	44	22	6	28	67	33	56	11	61	39	0	56	44	0	83	17	0	50	50	0
Asian/Pacific Islander	84	13	3	52	42	6	11	31	58	65	31	5	79	18	3	82	16	2	92	8	0	77	21	2
African American	72	24	4	41	49	10	3	17	79	37	48	15	62	34	5	64	31	5	88	12	1	54	42	4
White	81	17	2	54	41	4	14	34	52	53	38	9	76	22	2	74	23	3	93	7	0	73	26	1
Hispanic	67	31	3	36	48	16	5	27	68	39	48	13	61	35	4	73	20	7	89	11	0	53	45	1
Gender																								
Male	72	24	4	45	48	7	11	29	61	47	43	11	71	25	3	63	31	6	88	11	1	62	36	3
Female	86	13	1	58	38	5	13	33	54	53	38	9	76	23	2	81	17	2	95	5	0	76	23	0
Prior Care																								
Child Care Center	79	19	2	55	40	4	12	37	51	53	37	11	72	26	2	77	21	3	93	6	0	71	27	1
Family Child Care	83	16	1	59	38	3	14	39	46	54	41	5	71	29	0	72	26	1	93	5	1	76	24	0
Head Start	66	21	13	26	55	19	2	13	85	28	49	23	49	38	13	55	38	8	79	19	2	38	51	11
Home / Informal Care	70	26	4	37	53	10	5	20	74	39	45	16	65	30	5	66	29	5	87	12	1	55	42	3
Non-Public Nursery	86	13	1	60	38	3	18	31	51	57	38	5	82	18	1	76	21	3	94	6	0	80	20	1
Prekindergarten	80	18	2	54	41	5	12	35	53	51	40	9	74	23	2	73	24	4	92	8	0	70	29	1
Special Education																								
Yes	56	25	19	25	61	14	3	25	72	28	58	14	50	36	14	44	42	14	61	31	8	42	42	17
No	78	19	3	51	43	6	12	31	57	49	41	10	72	25	3	72	25	4	91	8	1	68	30	2
Limited English Proficiency																								
Yes	65	22	13	26	43	30	0	17	83	30	65	4	57	35	9	61	30	9	78	22	0	48	43	9
No	78	19	3	51	43	6	12	31	57	49	41	10	72	25	3	71	25	4	91	8	1	68	30	2
Free and Reduced Price Meals																								
Yes	66	30	4	41	48	12	6	23	71	38	49	13	60	35	5	60	35	5	88	10	1	54	41	4
No	79	18	3	51	43	6	12	31	56	50	40	10	73	24	3	72	24	4	91	8	1	69	29	2
* = fewer than 5																								

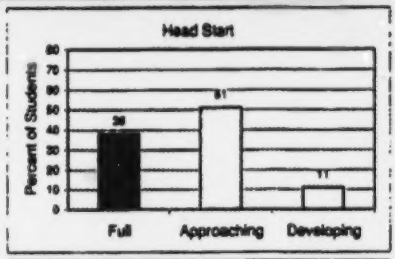
Harford County 2001-2002

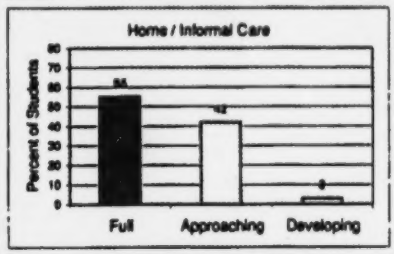
Disaggregated Data by Prior Care

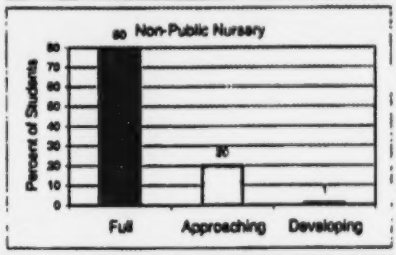
Entering Kindergarten

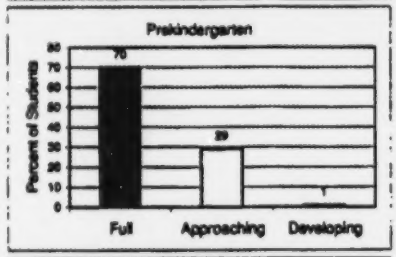












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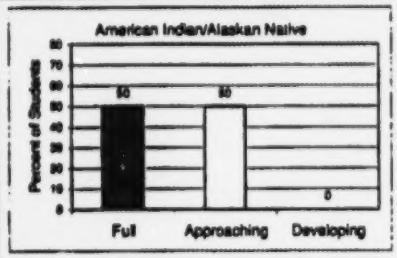
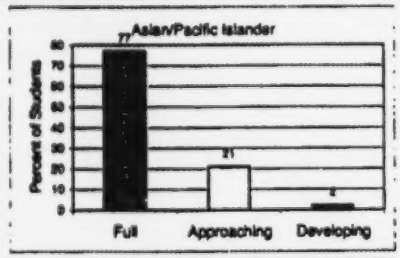
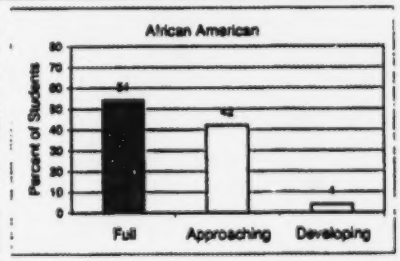
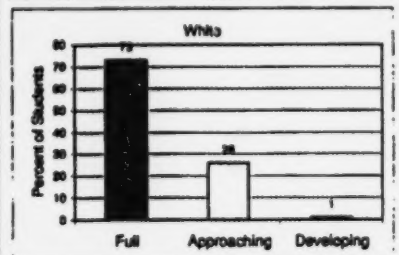
Disaggregated Data by Race / Ethnicity

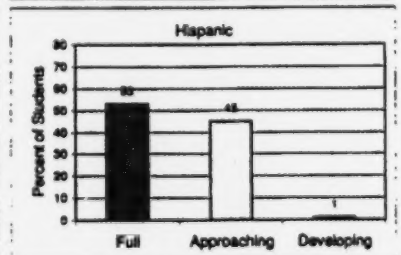
Entering Kindergarten







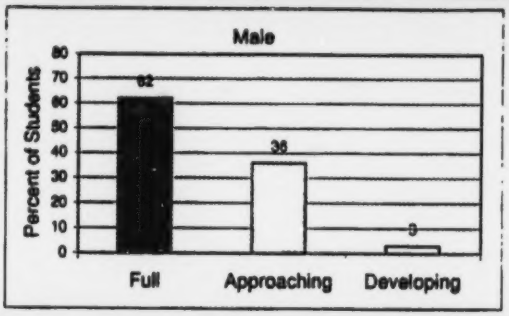


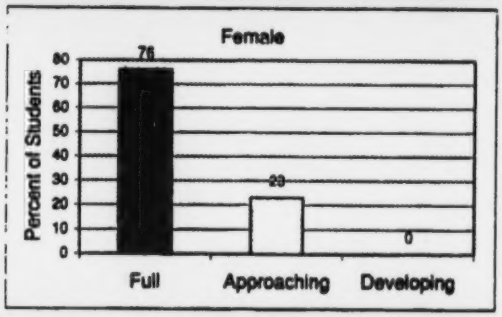


Harford County 2001-2002

Disaggregated Data by Gender

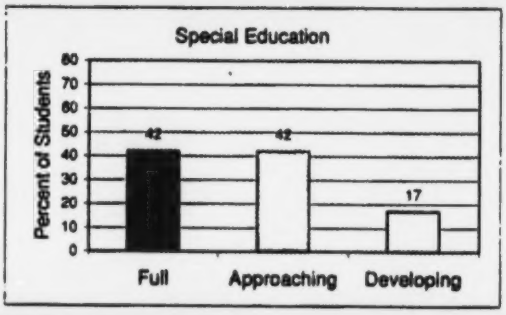
Entering Kindergarten

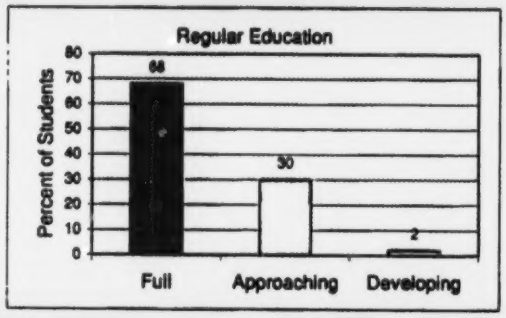




Disaggregated Data by Special Education

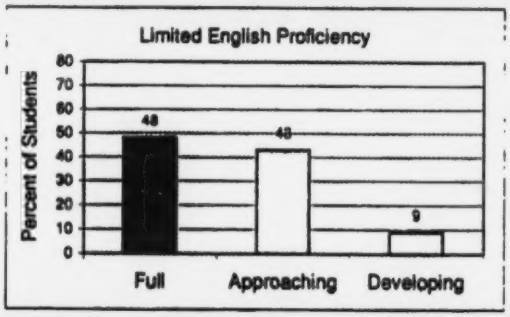
Entering Kindergarten

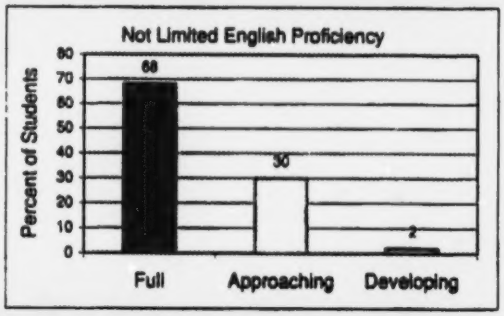




Disaggregated Data by Limited English Proficiency

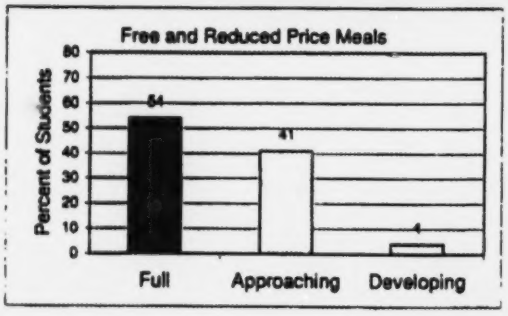
Entering Kindergarten

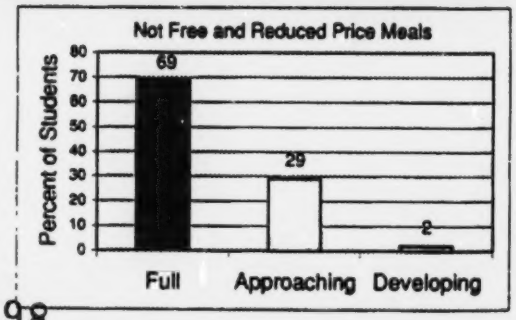




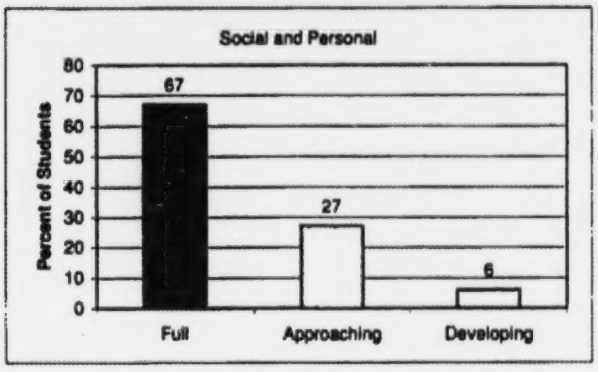
Disaggregated Data by Free and Reduced Price Meals

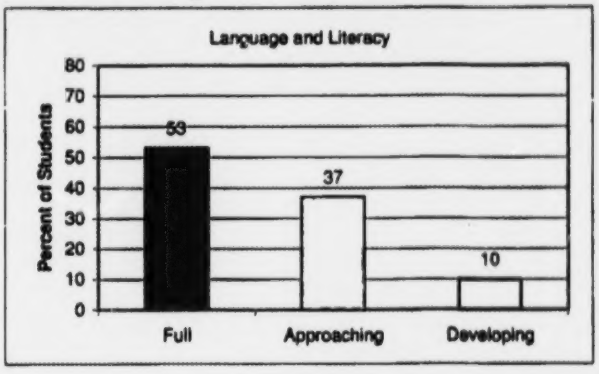
Entering Kindergarten

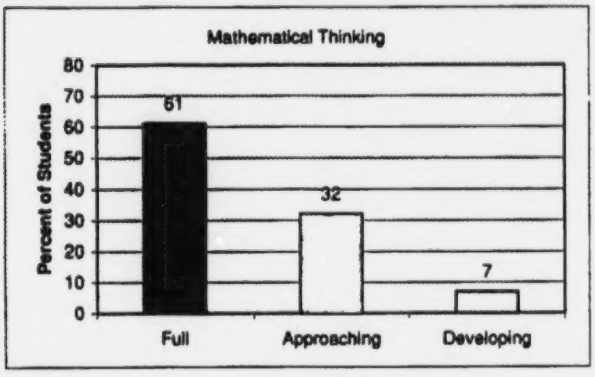


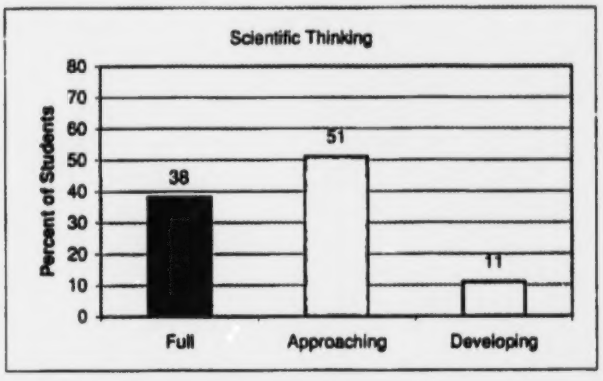


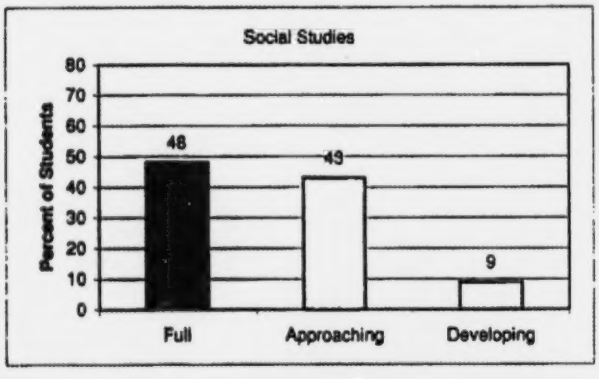
Howard County - Percentage of Kindergarten Students

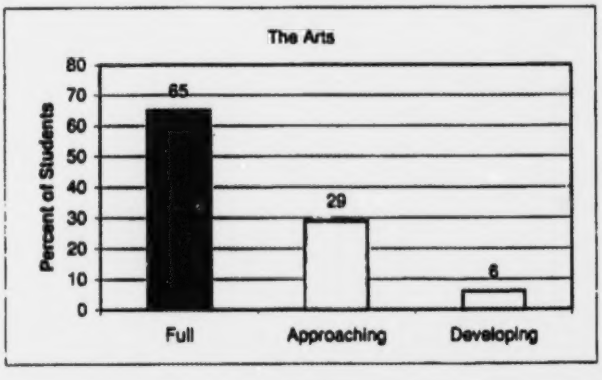


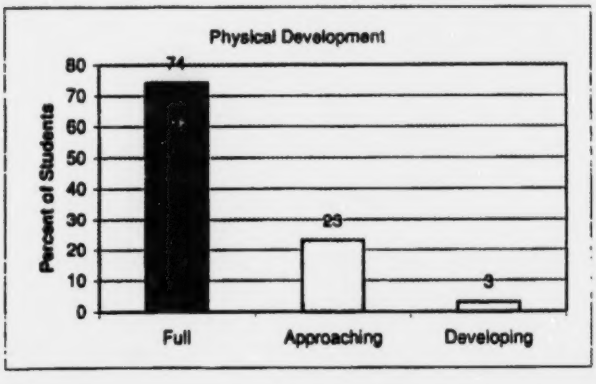


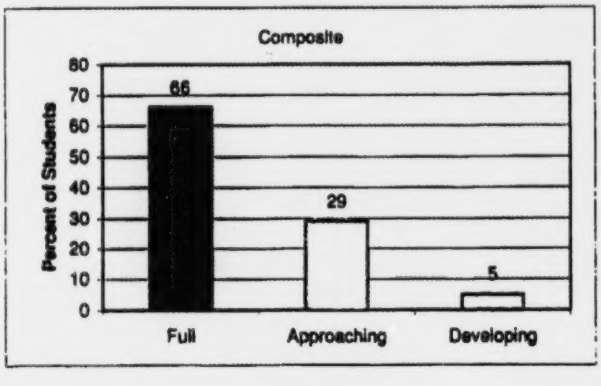












Howard County - Percentage of Kindergarten Students

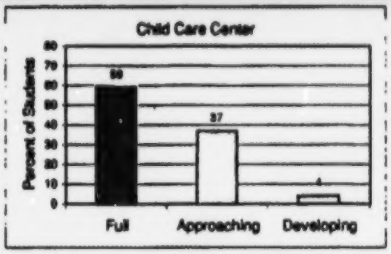
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	74	21	5	59	33	8	65	31	5	38	52	10	47	44	9	69	29	2	84	16	0	72	25	4
African American	56	35	9	35	49	16	45	43	12	23	60	17	36	52	12	58	35	8	64	33	3	48	45	7
White	68	26	6	57	35	8	65	29	6	41	49	9	52	41	7	67	28	5	76	22	3	69	26	5
Hispanic	56	36	9	32	49	19	45	41	13	22	57	22	20	58	23	59	32	9	71	28	1	52	42	6
Gender																								
Male	57	34	9	50	38	12	60	33	8	37	50	13	45	44	11	55	37	8	69	27	3	60	34	7
Female	77	20	4	57	36	7	63	31	6	39	53	9	50	43	7	76	21	3	80	18	2	73	24	3
Prior Care																								
Child Care Center	59	34	7	47	46	7	57	39	4	33	57	10	43	51	6	61	35	4	69	30	2	59	37	4
Family Child Care	63	32	4	46	48	6	52	41	7	29	61	10	50	41	9	67	33	0	72	27	1	62	37	1
Head Start	48	44	9	24	53	22	37	48	15	12	64	24	26	57	17	53	36	11	58	40	2	38	56	6
Home / Informal Care	57	34	9	38	44	19	44	41	15	27	53	20	32	52	16	54	38	8	67	29	4	55	34	11
Non-Public Nursery	81	17	2	69	28	2	78	20	2	53	45	3	64	34	2	77	21	2	87	12	1	83	16	1
Prekindergarten	53	34	13	42	39	19	48	39	13	26	54	20	34	49	17	54	34	13	62	30	7	50	39	11
Special Education																								
Yes	32	41	27	18	43	39	23	47	30	13	48	39	17	46	36	35	44	22	40	44	16	26	46	28
No	69	26	5	55	37	7	64	31	5	39	52	9	50	44	6	67	28	4	77	21	2	69	28	3
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	66	27	6	53	38	10	61	32	7	37	52	11	48	44	9	65	30	5	75	23	3	66	29	5
Free and Reduced Price Meals																								
Yes	41	48	10	34	34	31	50	27	23	20	45	35	39	43	18	60	23	17	73	17	10	24	65	12
No	67	27	6	53	38	9	61	32	7	37	52	11	48	44	9	65	30	5	75	23	3	66	29	5

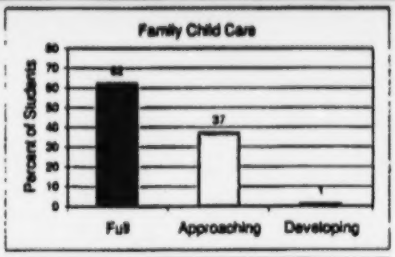
* = fewer than 5

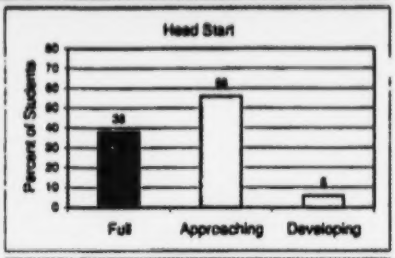
Howard County 2001-2002

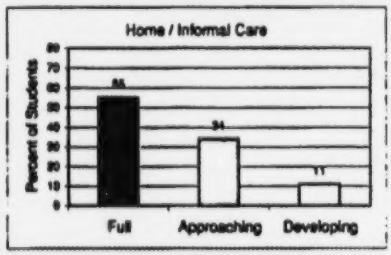
Disaggregated Data by Prior Care

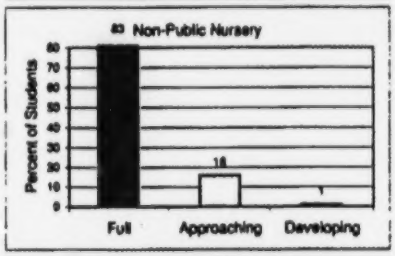
Entering Kindergarten

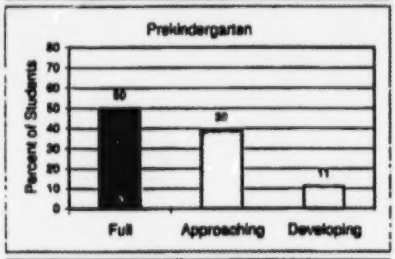












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

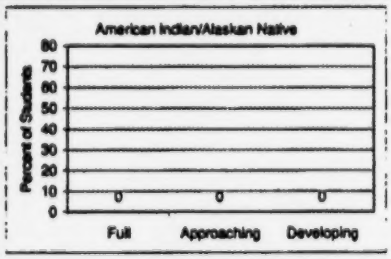
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

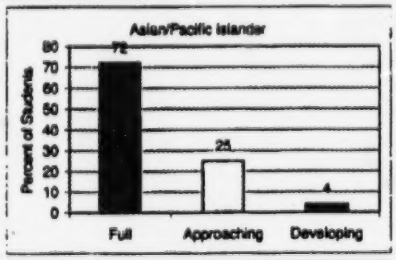
Prekindergarten

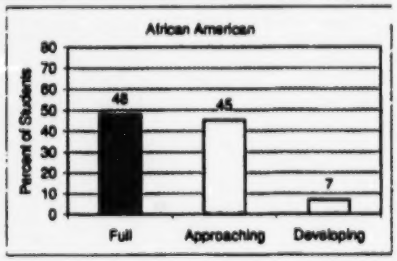
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

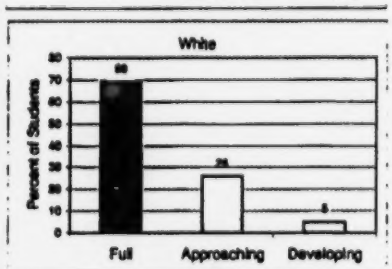
Disaggregated Data by Race / Ethnicity

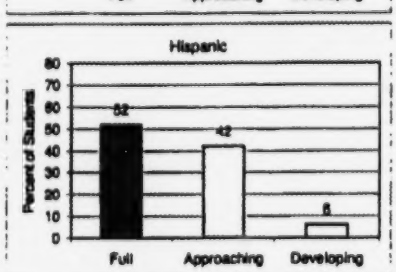
Entering Kindergarten







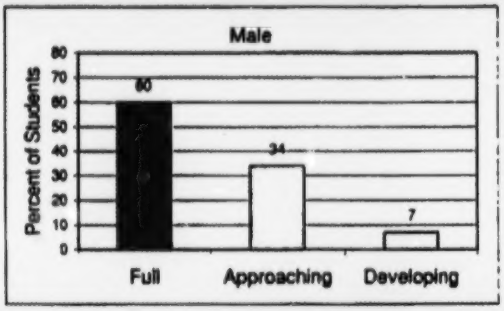


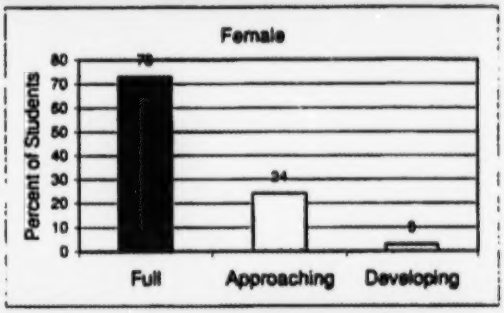


Howard County 2001-2002

Disaggregated Data by Gender

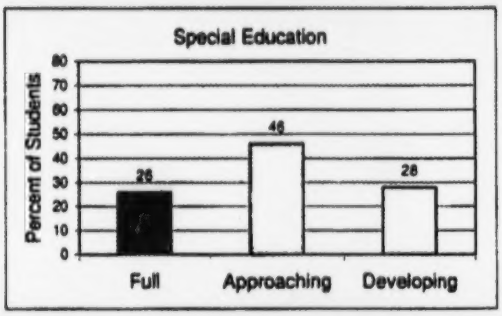
Entering Kindergarten

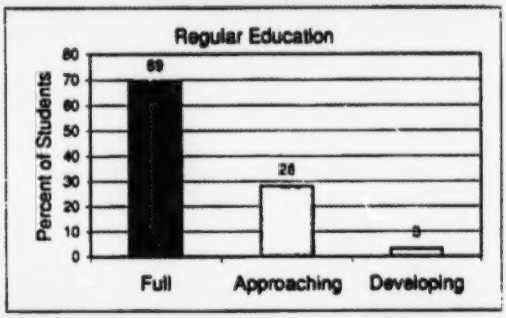




Disaggregated Data by Special Education

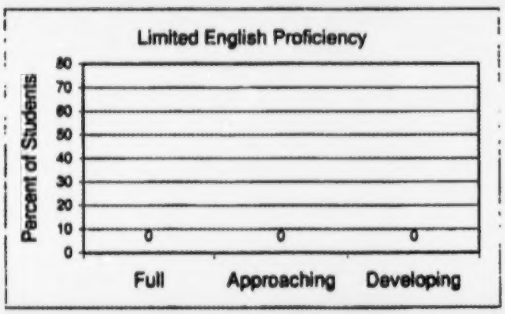
Entering Kindergarten

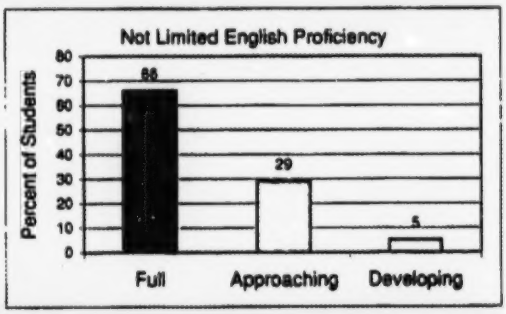




Disaggregated Data by Limited English Proficiency

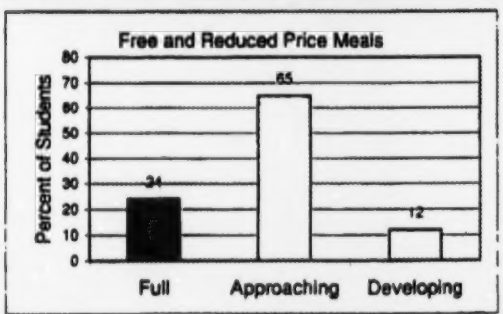
Entering Kindergarten

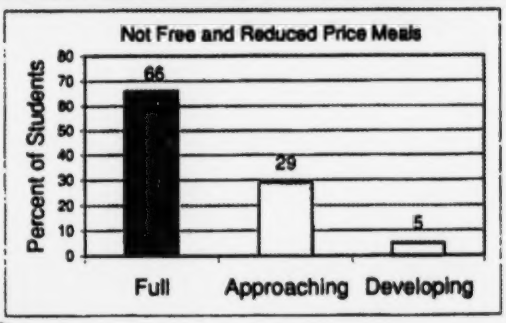




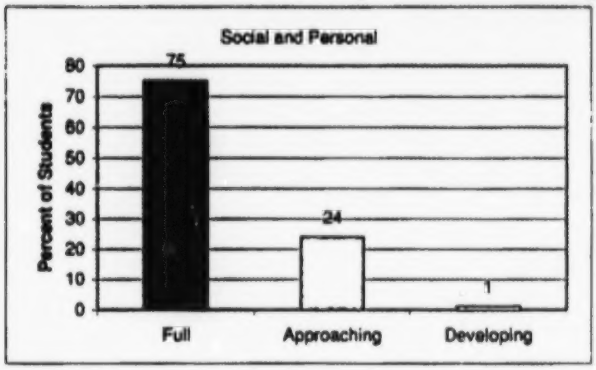
Disaggregated Data by Free and Reduced Price Meals

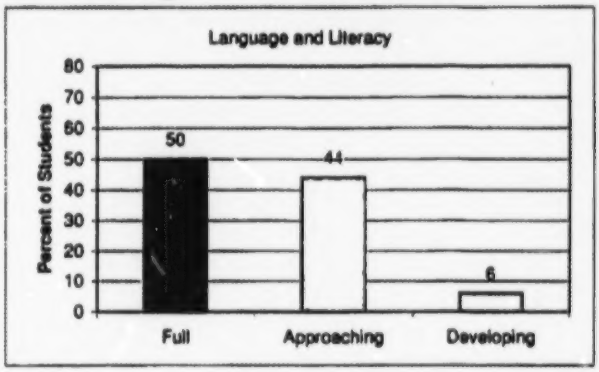
Entering Kindergarten

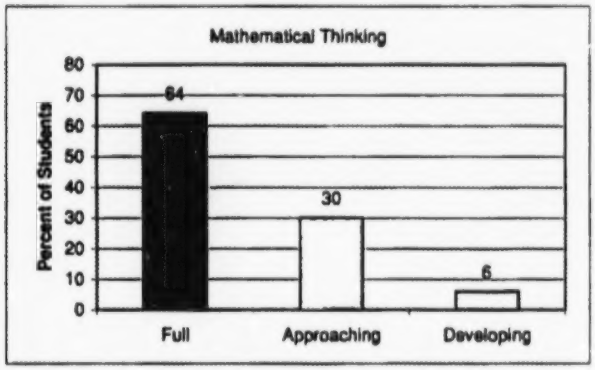


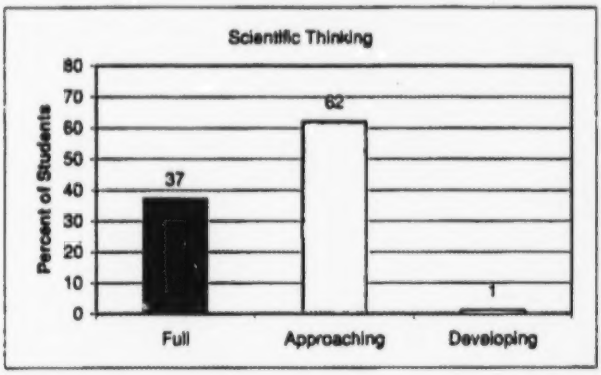


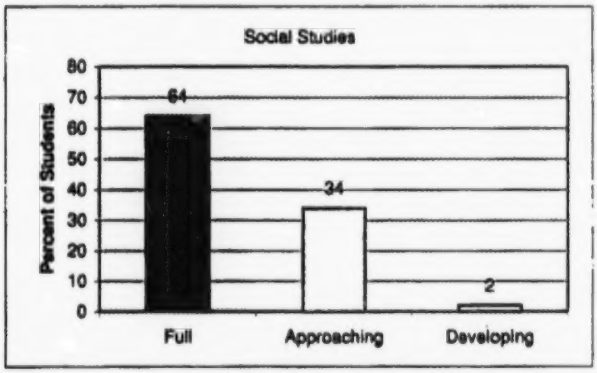
Kent County - Percentage of Kindergarten Students

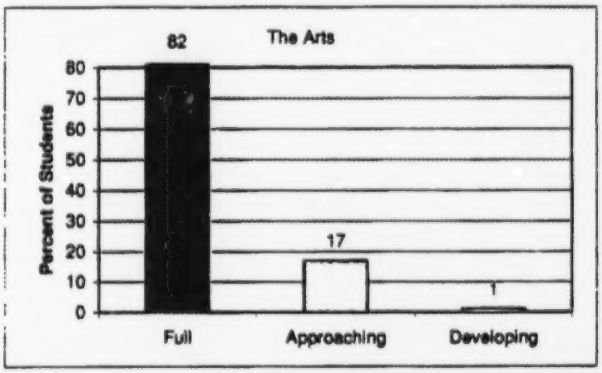


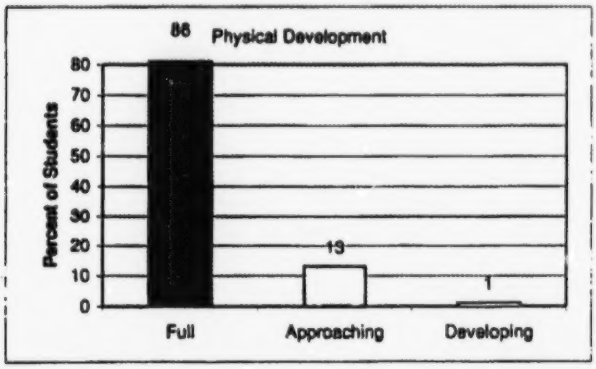


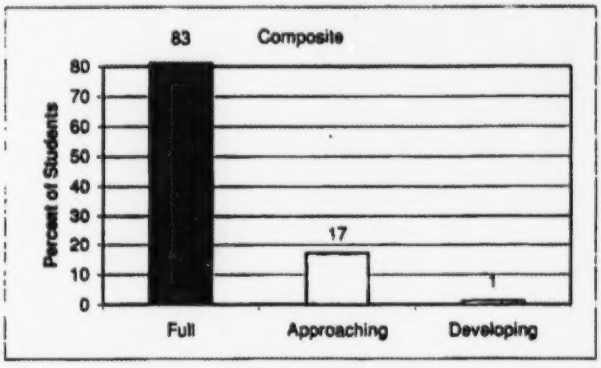












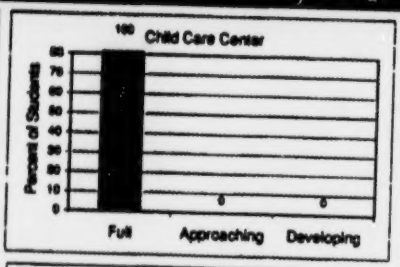
Kent County - Percentage of Kindergarten Students

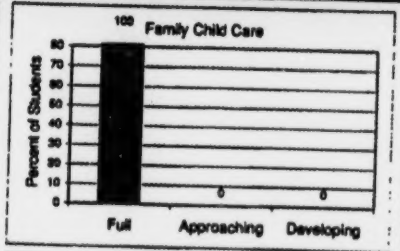
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	72	21	7	52	37	11	78	11	11	17	76	7	58	35	8	83	14	3	79	17	3	83	13	4
White	74	26	0	50	46	4	60	35	5	41	59	0	66	33	1	81	19	0	87	13	0	82	18	0
Hispanic	100	0	0	40	40	20	60	40	0	60	40	0	60	40	0	100	0	0	100	0	0	80	20	0
Gender																								
Male	70	29	1	41	51	8	61	31	8	38	61	1	58	40	3	73	26	1	82	18	0	76	22	2
Female	80	18	2	62	35	3	68	28	3	35	63	2	72	26	2	94	6	0	90	8	2	89	11	0
Prior Care																								
Child Care Center	100	0	0	100	0	0	100	0	0	0	100	0	100	0	0	100	0	0	100	0	0	100	0	0
Family Child Care	100	0	0	100	0	0	80	20	0	40	60	0	80	20	0	80	20	0	100	0	0	100	0	0
Head Start	80	20	0	60	40	0	75	25	0	40	60	0	50	50	0	100	0	0	80	20	0	75	25	0
Home / Informal Care	57	43	0	50	17	33	43	43	14	29	57	14	57	29	14	86	14	0	71	14	14	83	17	0
Non-Public Nursery	80	20	0	90	10	0	90	10	0	40	60	0	90	10	0	100	0	0	100	0	0	100	0	0
Prekindergarten	73	25	2	43	51	6	61	32	7	37	62	1	61	37	2	80	19	1	85	15	0	80	19	1
Special Education																								
Yes	76	22	2	52	43	5	66	30	5	37	62	1	66	34	1	83	17	0	88	11	1	84	16	0
No	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	75	24	1	50	44	6	64	30	6	37	62	1	64	34	2	82	17	1	86	13	1	83	17	1
Free and Reduced Price Meals																								
Yes	66	30	4	36	51	13	67	24	9	29	71	0	58	42	0	79	21	0	77	23	0	76	24	0
No	79	21	0	58	39	2	63	33	5	41	57	2	67	29	3	84	15	1	91	8	1	86	13	1
* = fewer than 5																								

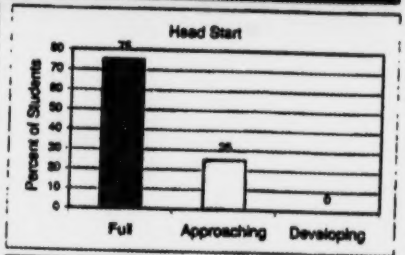
Kent County 2001-2002

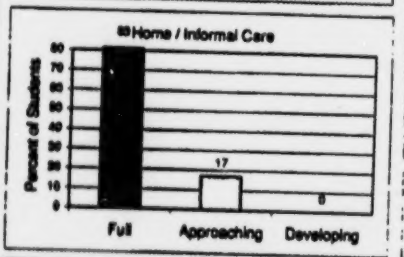
Disaggregated Data by Prior Care

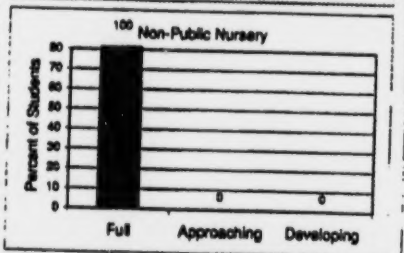
Entering Kindergarten

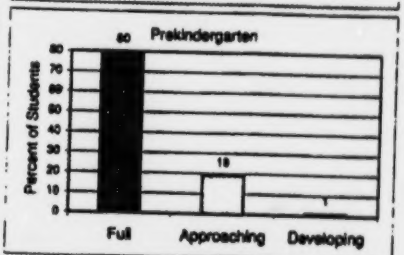












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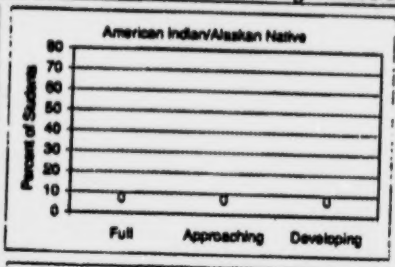
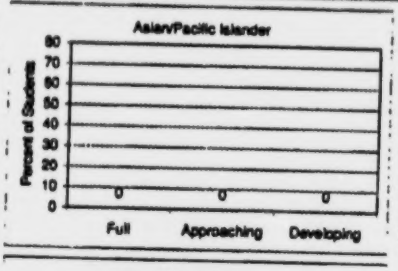
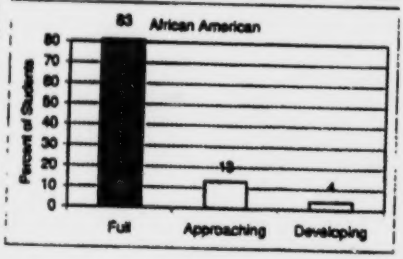
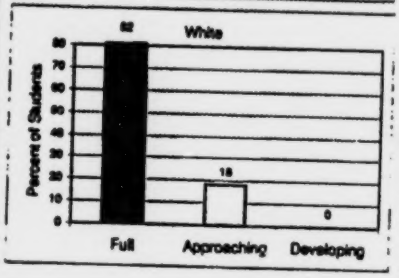
Disaggregated Data by Race / Ethnicity

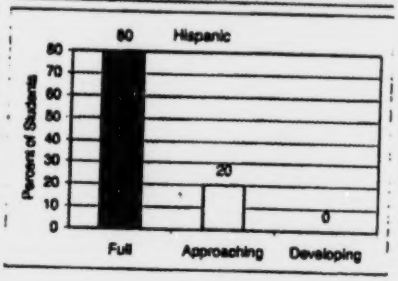
Entering Kindergarten







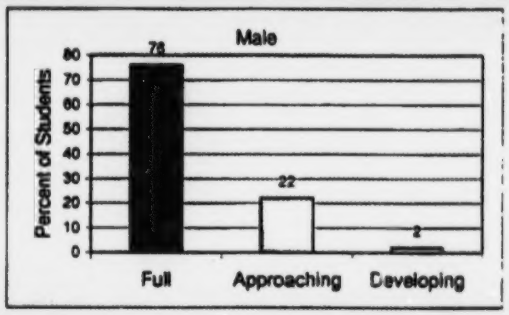


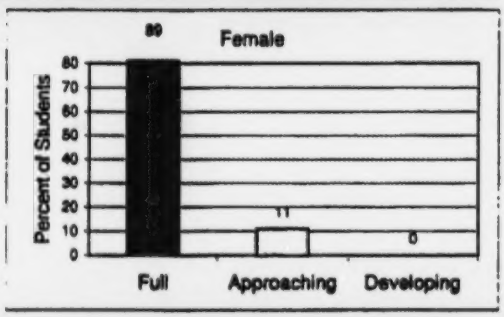


Kent County 2001-2002

Disaggregated Data by Gender

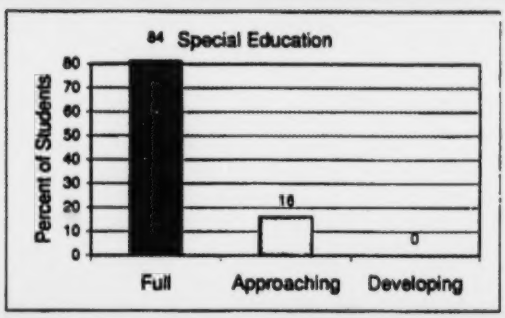
Entering Kindergarten

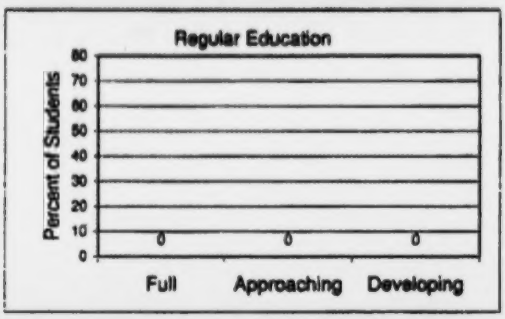




Disaggregated Data by Special Education

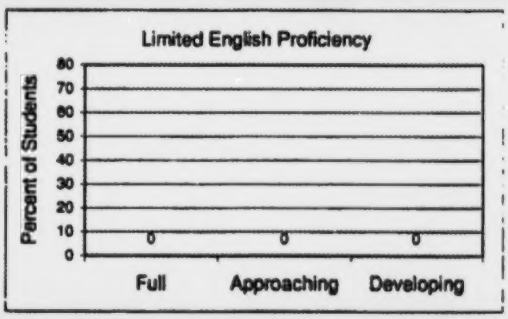
Entering Kindergarten

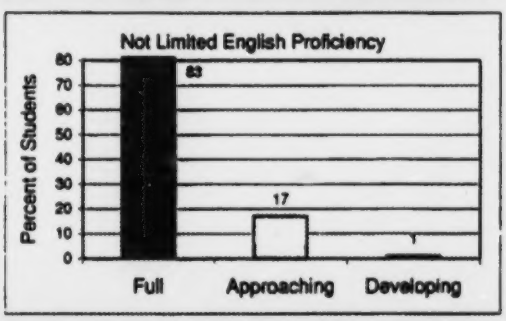




Disaggregated Data by Limited English Proficiency

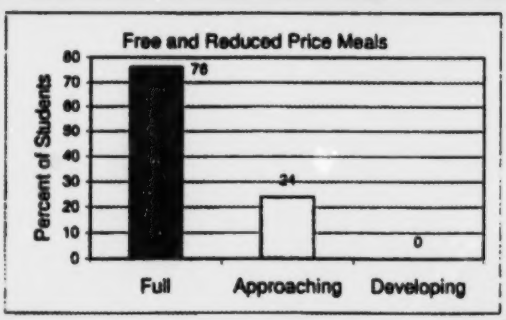
Entering Kindergarten

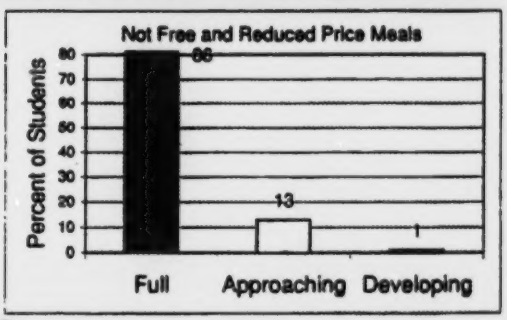




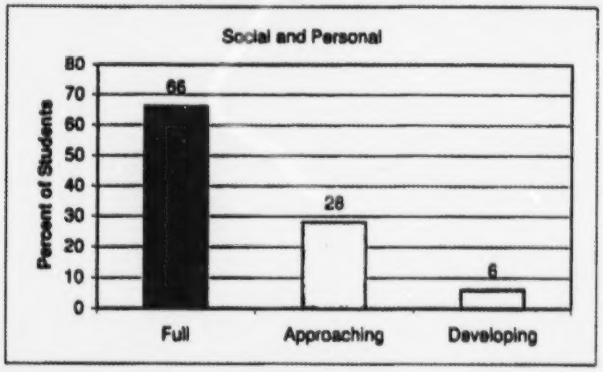
Disaggregated Data by Free and Reduced Price Meals

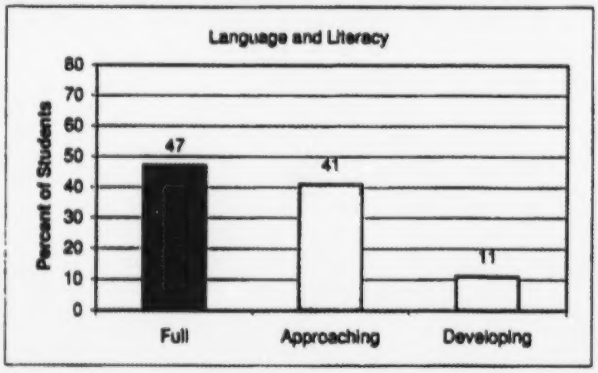
Entering Kindergarten

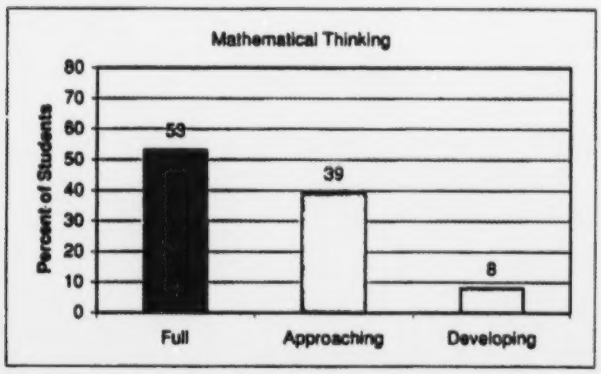


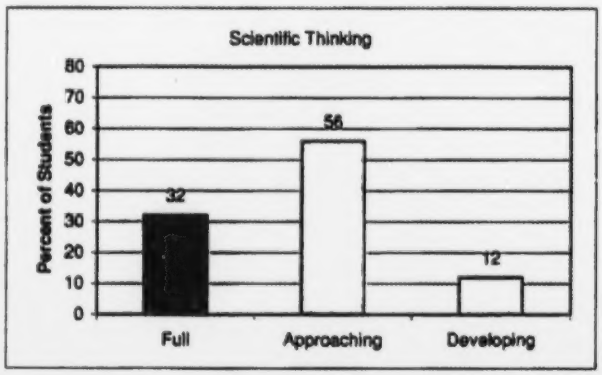


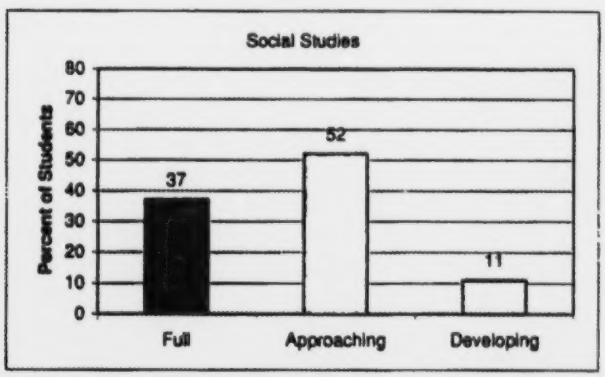
Montgomery County - Percentage of Kindergarten Students

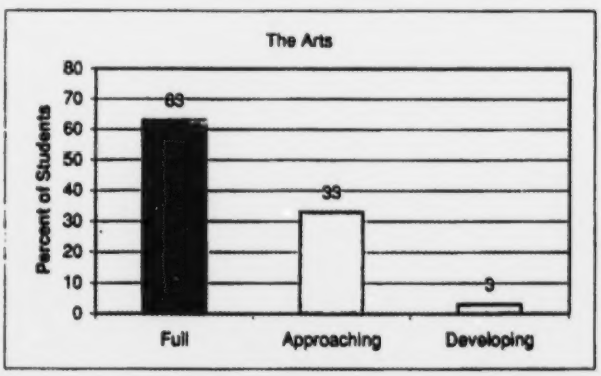


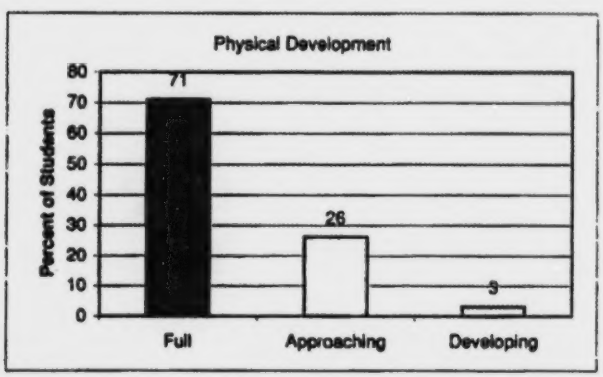


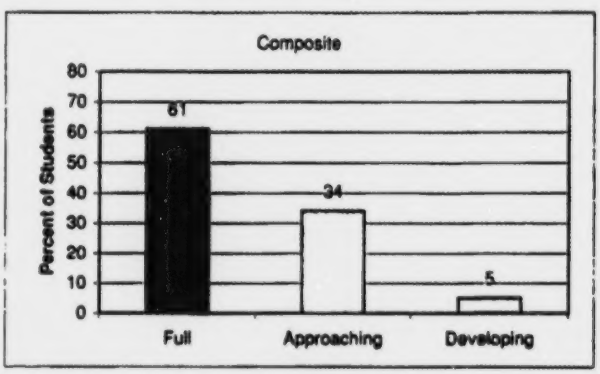












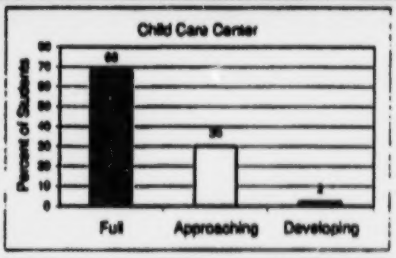
Montgomery County - Percentage of Kindergarten Students

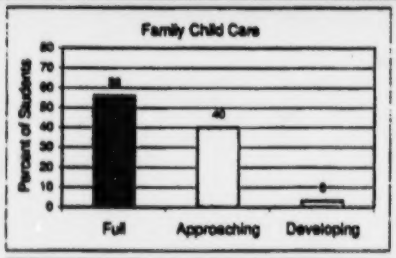
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	69	23	8	60	32	8	56	44	0	31	62	8	37	56	7	67	33	0	73	27	0	57	43	0
Asian/Pacific Islander	69	26	5	47	41	12	53	39	8	32	54	14	36	52	12	63	33	4	75	23	2	61	36	4
African American	54	36	10	40	46	14	46	44	11	28	58	14	33	55	13	59	36	5	64	30	5	54	39	7
White	73	24	3	58	37	5	64	33	3	40	55	6	46	50	5	69	30	2	75	24	2	71	28	2
Hispanic	59	33	8	28	48	24	35	48	17	21	57	22	24	55	21	54	41	5	66	31	4	46	44	10
Gender																								
Male	59	33	8	43	43	13	51	40	9	31	55	13	35	53	12	55	39	5	64	31	4	56	38	6
Female	73	24	3	51	39	9	55	38	7	34	56	10	40	51	9	71	27	2	78	21	2	67	30	3
Prior Care																								
Child Care Center	64	30	6	54	40	7	62	35	4	39	56	5	43	52	5	68	31	2	74	24	2	68	30	2
Family Child Care	68	27	5	42	46	12	50	42	9	32	53	14	41	48	12	60	38	2	70	29	1	56	40	3
Head Start	59	33	8	36	49	16	42	46	11	25	59	16	29	57	14	57	38	5	66	30	4	52	42	6
Home / Informal Care	57	34	9	30	43	27	37	45	19	21	56	23	26	52	21	55	38	6	65	31	4	45	44	11
Non-Public Nursery	77	21	2	63	34	3	67	31	2	42	53	5	48	48	4	71	27	2	78	21	1	75	24	1
Prekindergarten	62	31	8	40	45	15	49	41	11	27	54	19	31	51	18	57	38	5	63	30	8	55	38	7
Special Education																								
Yes	35	47	19	14	52	34	20	53	27	10	48	42	14	44	42	32	53	15	31	45	23	24	55	22
No	66	29	6	47	42	12	53	39	8	32	56	12	37	52	11	63	34	3	71	26	3	61	35	4
Limited English Proficiency																								
Yes	63	29	7	33	51	16	39	49	12	25	58	17	29	55	16	56	40	5	68	29	4	51	44	5
No	65	29	6	48	41	12	53	38	8	32	56	12	37	52	11	63	34	3	71	26	3	61	34	5
Free and Reduced Price Meals																								
Yes	56	35	9	30	48	22	38	46	17	22	57	21	26	53	21	55	39	6	63	31	5	46	45	10
No	67	28	5	50	40	10	56	38	7	34	56	10	39	52	9	64	33	3	72	25	2	64	33	4
* = fewer than 5																								

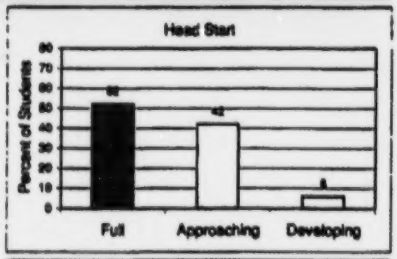
Montgomery County 2001-2002

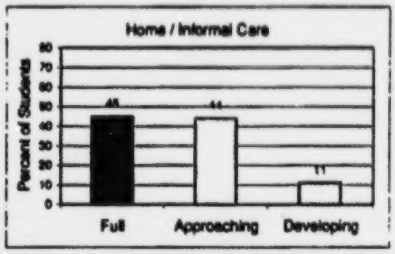
Disaggregated Data by Prior Care

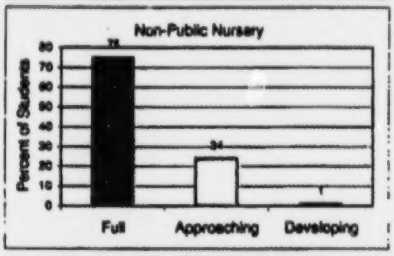
Entering Kindergarten

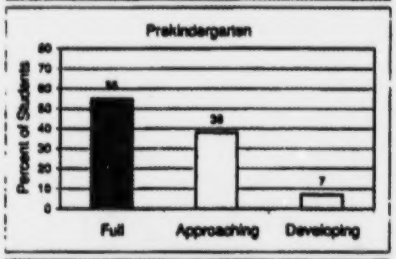












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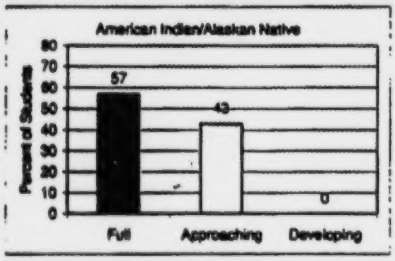
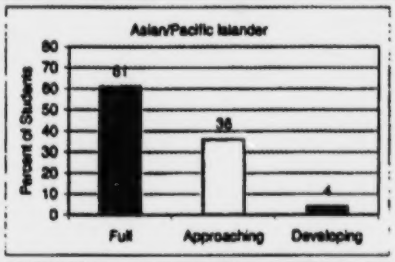
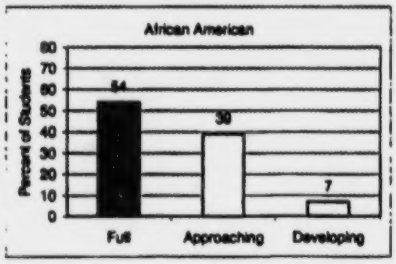
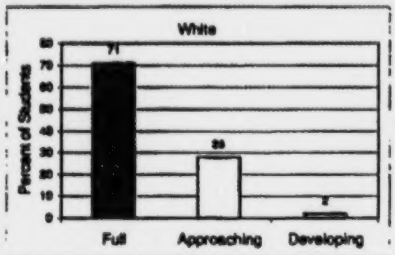
Disaggregated Data by Race / Ethnicity

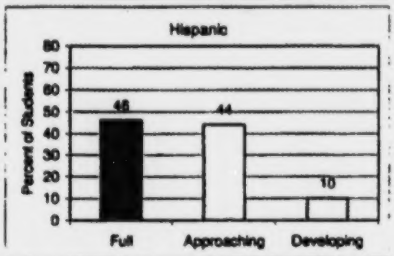
Entering Kindergarten







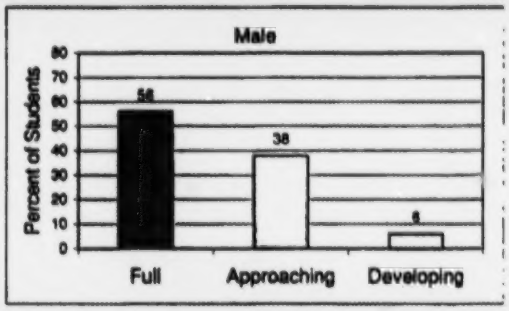


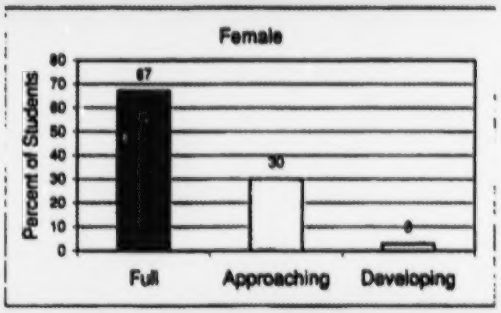


Montgomery County 2001-2002

Disaggregated Data by Gender

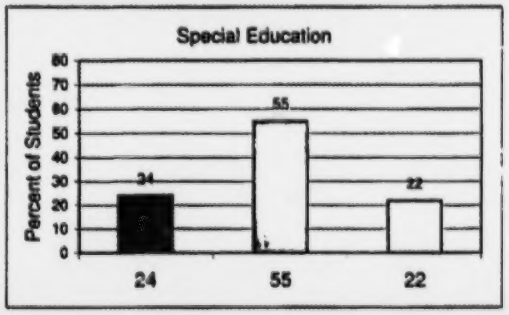
Entering Kindergarten

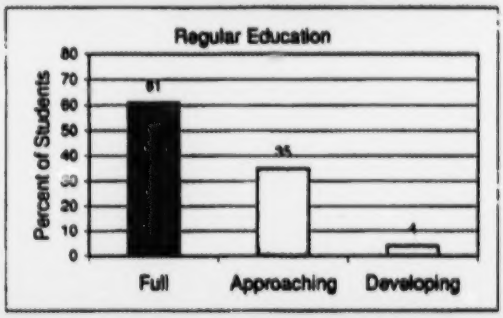




Disaggregated Data by Special Education

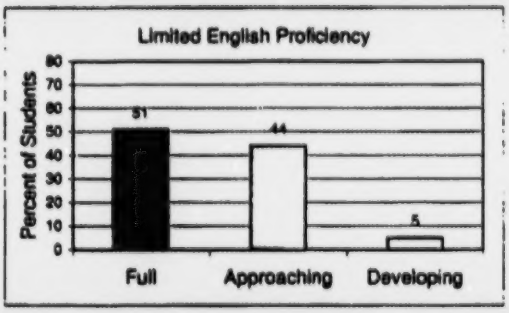
Entering Kindergarten

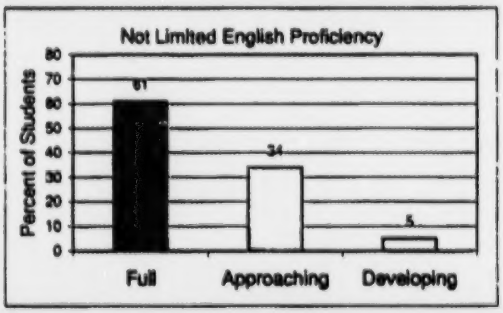




Disaggregated Data by Limited English Proficiency

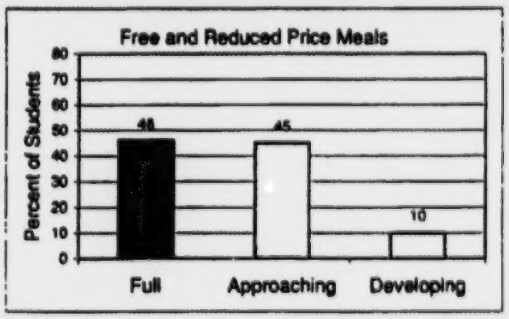
Entering Kindergarten

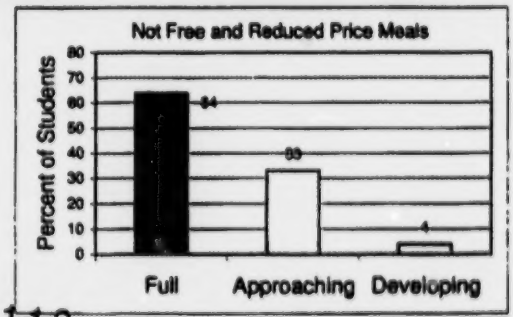




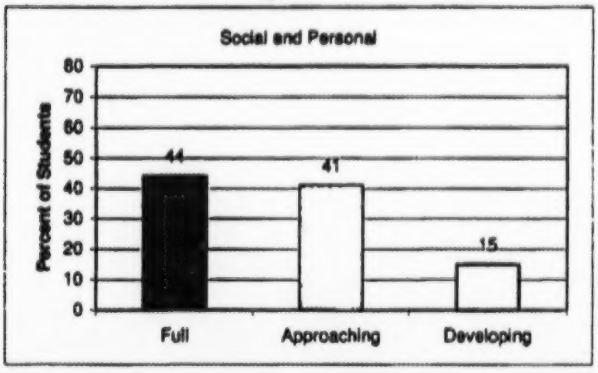
Disaggregated Data by Free and Reduced Price Meals

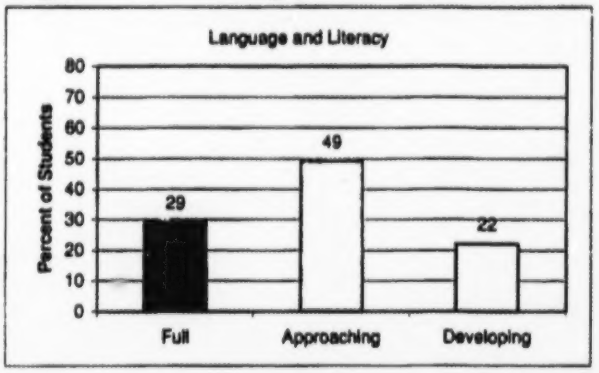
Entering Kindergarten

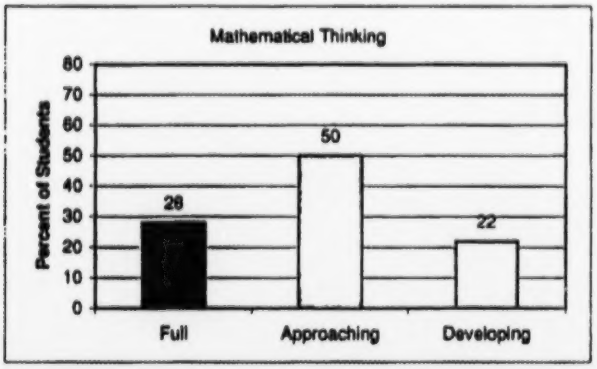


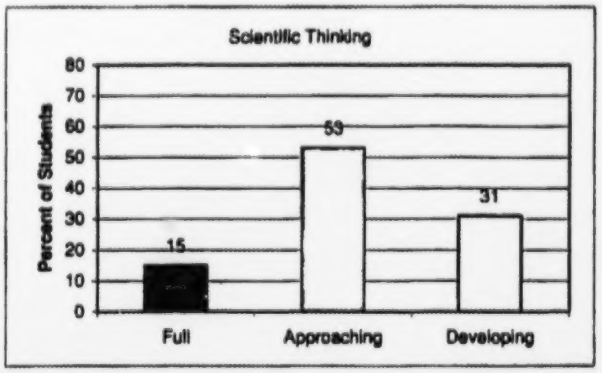


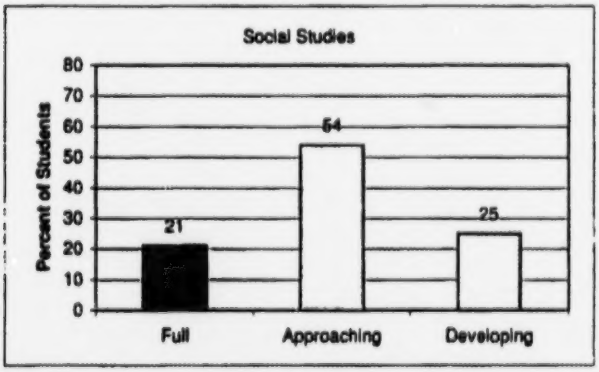
Prince George's County - Percentage of Kindergarten Students

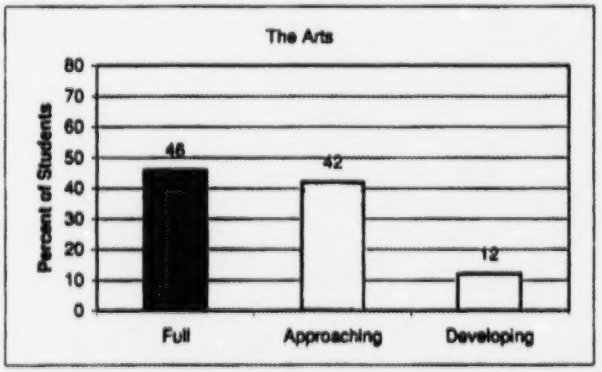


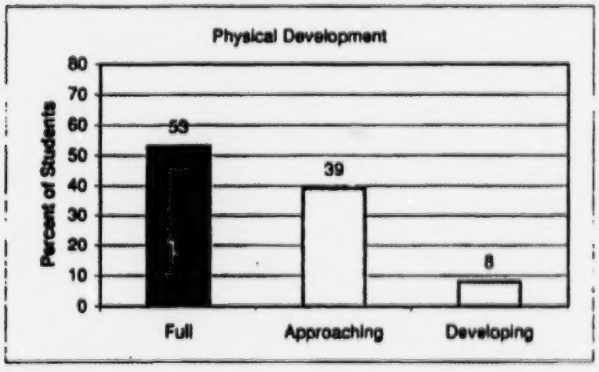


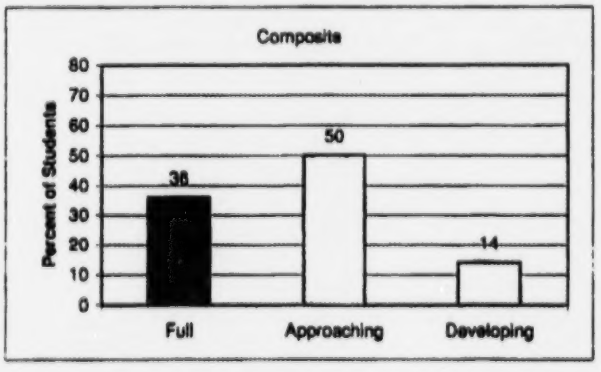












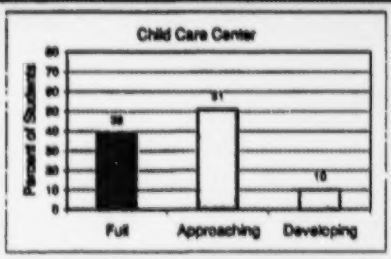
Prince George's County - Percentage of Kindergarten Students

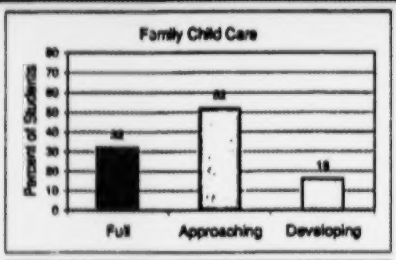
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	35	56	8	25	57	18	29	58	13	11	58	31	13	66	21	33	57	10	51	43	6	30	64	5
Asian/Pacific Islander	55	38	8	35	45	20	41	41	18	23	52	25	30	48	22	54	35	11	66	31	3	46	44	9
African American	43	42	15	30	50	21	28	51	21	15	54	31	21	55	23	46	42	12	52	40	8	36	50	14
White	46	39	15	33	48	19	33	47	20	17	57	26	27	52	21	47	41	12	52	39	9	41	46	13
Hispanic	45	42	13	18	46	36	19	47	34	10	49	41	15	48	37	43	42	15	54	37	9	27	52	21
Gender																								
Male	35	45	19	25	50	26	25	50	24	14	53	33	19	53	28	39	45	15	47	43	10	30	52	17
Female	53	37	10	33	48	19	31	49	19	17	54	29	24	55	22	53	39	8	59	36	6	42	47	11
Prior Care																								
Child Care Center	44	41	16	32	53	15	32	54	14	16	60	24	23	58	19	47	44	9	55	38	6	39	51	10
Family Child Care	43	43	14	26	49	25	23	51	25	13	56	31	18	55	27	46	44	10	50	41	9	32	52	16
Head Start	43	42	15	26	52	21	27	54	19	14	52	34	20	60	21	44	45	11	51	43	6	37	51	12
Home / Informal Care	39	45	17	18	50	32	18	50	32	9	50	40	14	54	32	41	44	14	48	43	10	26	55	19
Non-Public Nursery	49	40	11	38	48	14	36	48	16	20	53	26	29	52	19	53	37	10	57	39	5	45	45	10
Prekindergarten	49	39	13	37	45	18	36	46	18	20	52	27	27	50	22	49	39	13	56	36	8	43	44	13
Special Education																								
Yes	33	43	24	14	45	41	13	47	40	6	43	51	10	41	49	23	42	35	27	51	22	17	49	34
No	44	42	15	29	49	22	28	50	21	16	54	31	22	54	24	46	43	11	53	40	7	36	50	14
Limited English Proficiency																								
Yes	43	42	16	15	48	37	19	47	34	9	49	43	13	48	39	41	44	16	53	38	9	25	54	21
No	43	42	15	30	49	21	29	51	21	16	54	30	22	54	24	45	43	12	52	40	8	37	50	14
Free and Reduced Price Meals																								
Yes	40	44	16	23	50	27	23	51	26	12	51	36	18	52	30	42	45	13	50	42	8	30	54	16
No	46	40	14	33	48	19	32	49	19	18	55	28	24	55	21	47	41	12	53	39	8	40	47	13
* = fewer than 5																								

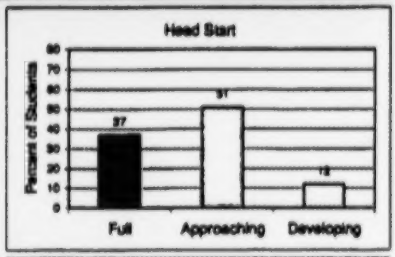
Prince George's County 2001-2002

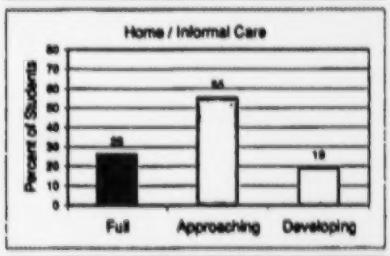
Disaggregated Data by Prior Care

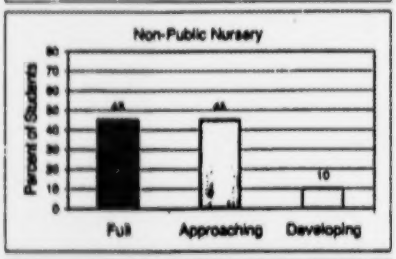
Entering Kindergarten

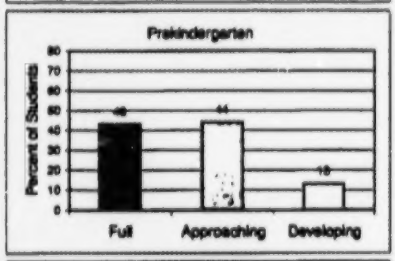












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

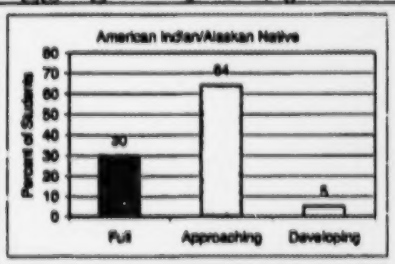
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

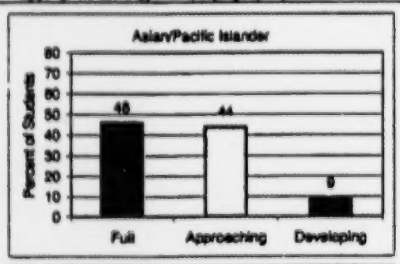
Prekindergarten

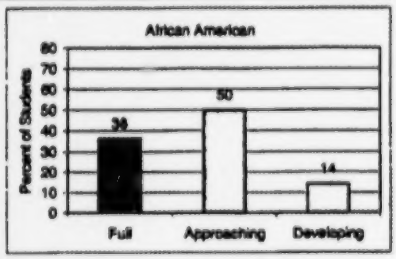
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

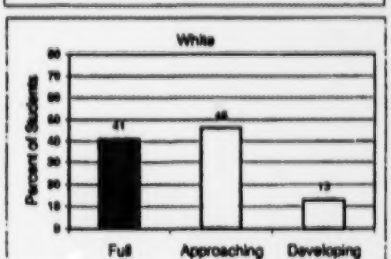
Disaggregated Data by Race / Ethnicity

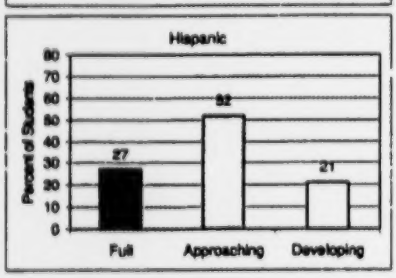
Entering Kindergarten







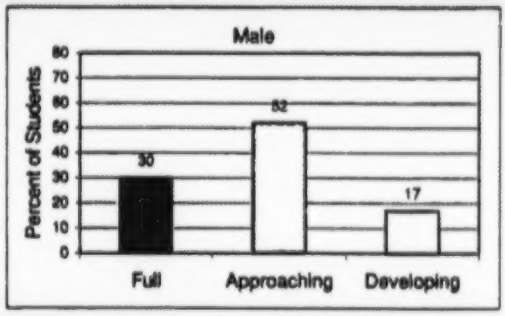


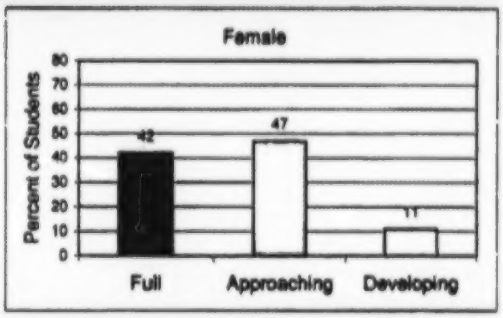


Prince George's County 2001-2002

Disaggregated Data by Gender

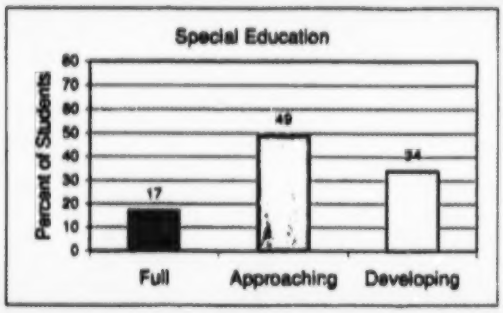
Entering Kindergarten

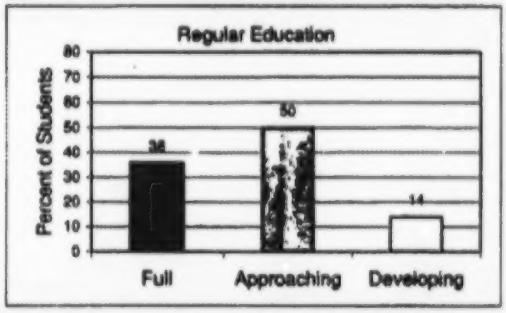




Disaggregated Data by Special Education

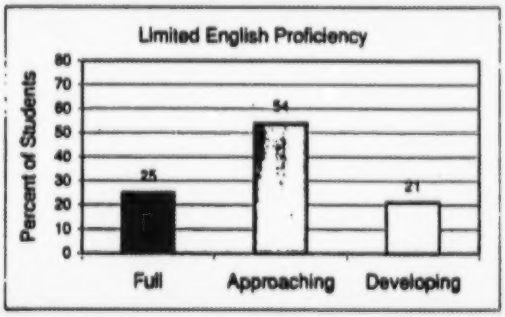
Entering Kindergarten

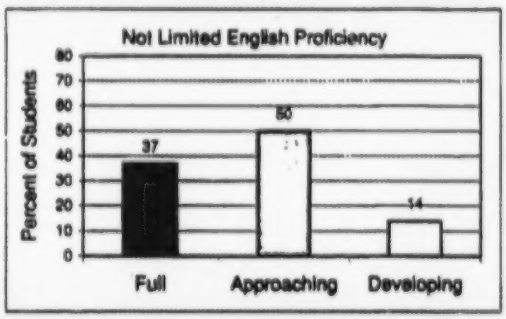




Disaggregated Data by Limited English Proficiency

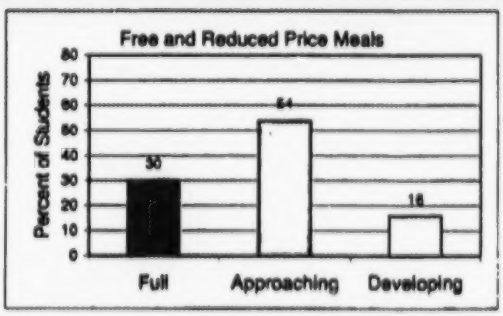
Entering Kindergarten

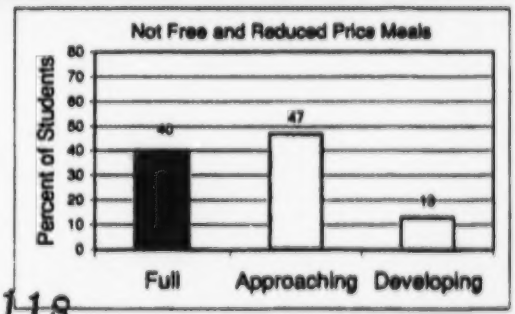




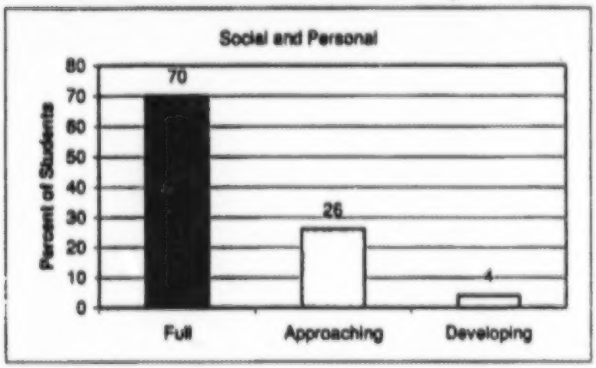
Disaggregated Data by Free and Reduced Price Meals

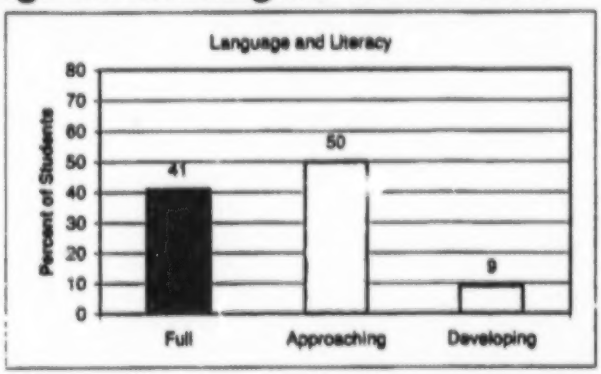
Entering Kindergarten

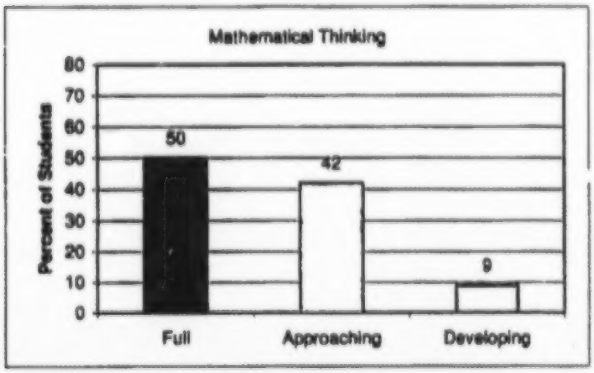


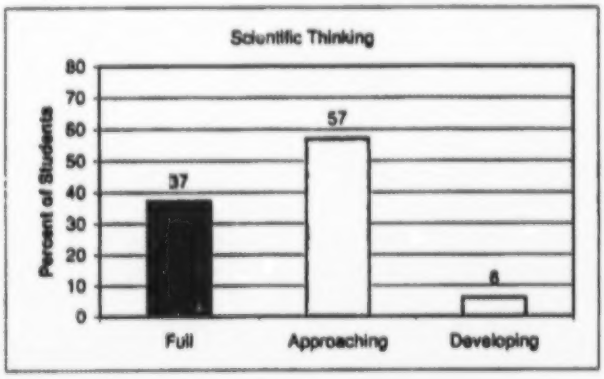


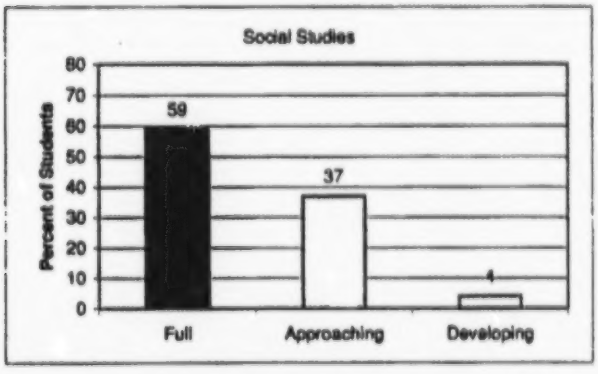
Queen Anne's County - Percentage of Kindergarten Students

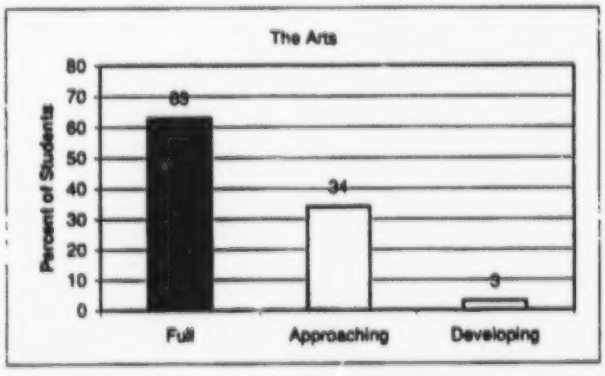


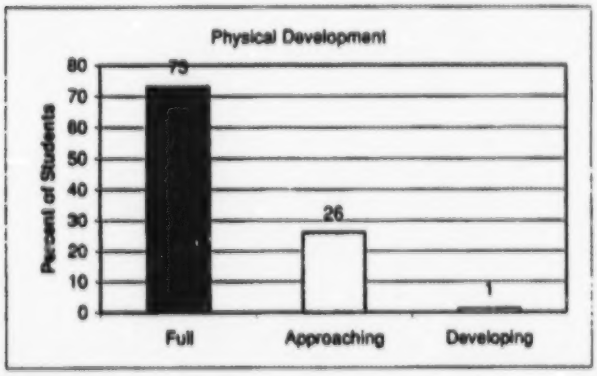


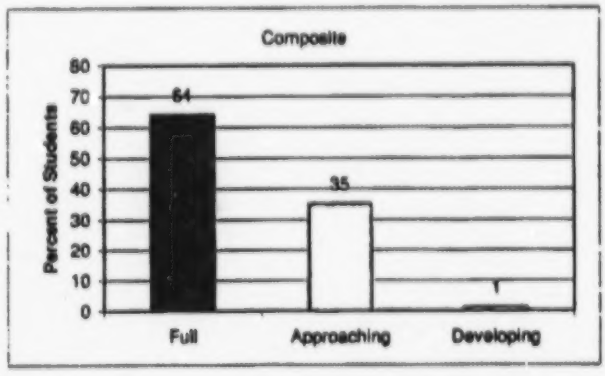












Queen Anne's County - Percentage of Kindergarten Students

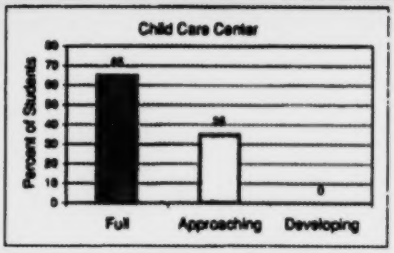
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	43	45	13	20	63	18	20	65	15	23	70	8	45	45	10	41	49	10	53	40	8	38	56	5
White	74	23	3	45	47	8	54	38	8	40	54	6	61	36	3	67	31	2	76	23	0	68	31	1
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	61	35	5	33	55	13	44	46	10	36	57	7	56	39	5	49	48	3	64	35	2	56	41	2
Female	80	16	3	50	44	6	55	38	7	38	56	5	61	36	3	79	19	2	83	17	1	73	27	0
Prior Care																								
Child Care Center	62	31	7	46	50	4	45	45	10	34	66	0	62	34	3	59	41	0	76	24	0	65	35	0
Family Child Care	62	23	15	31	54	15	23	54	23	15	62	23	38	62	0	42	50	8	62	38	0	42	58	0
Head Start	50	33	17	15	62	23	15	62	23	17	75	8	31	62	8	38	54	8	38	62	0	36	64	0
Home / Informal Care	74	20	6	28	64	8	40	54	6	25	67	8	42	53	6	61	39	0	74	26	0	58	39	3
Non-Public Nursery	79	21	0	56	41	2	61	34	5	36	62	2	79	19	2	63	34	2	86	14	0	74	26	0
Prekindergarten	71	27	2	42	48	11	53	39	8	43	51	6	60	36	4	67	30	3	72	26	2	66	33	2
Special Education																								
Yes	49	49	3	14	63	23	23	60	17	23	57	20	38	47	15	49	43	9	53	44	3	45	48	6
No	73	23	4	44	48	8	53	40	8	39	56	5	61	36	3	65	33	2	75	24	1	66	33	1
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	70	26	4	41	50	9	50	42	9	38	56	6	59	37	4	63	34	3	73	26	1	64	34	1
Free and Reduced Price Meals																								
Yes	44	46	10	15	54	31	18	55	27	17	71	13	33	51	16	38	52	10	51	45	4	33	62	4
No	75	23	3	45	49	6	55	40	6	41	54	5	63	35	2	67	31	1	76	23	1	69	30	1

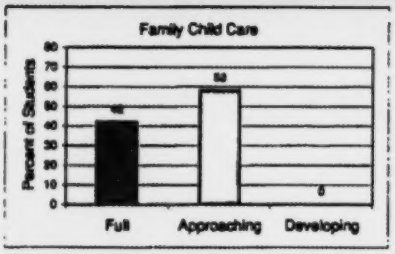
* = fewer than 5

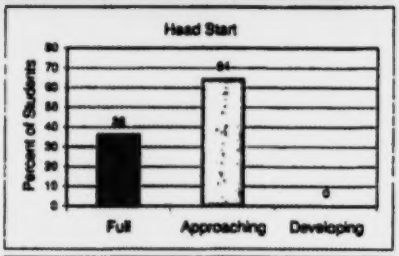
Queen Anne's County 2001-2002

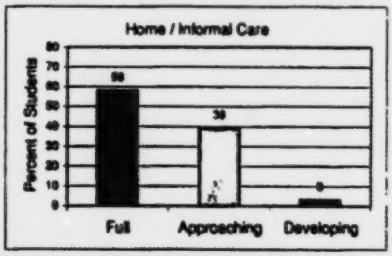
Disaggregated Data by Prior Care

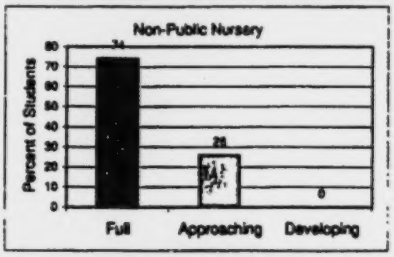
Entering Kindergarten

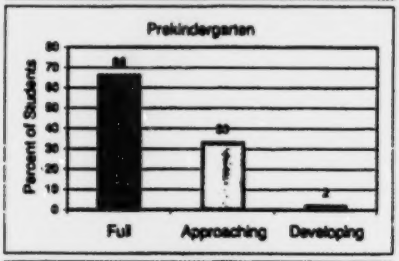












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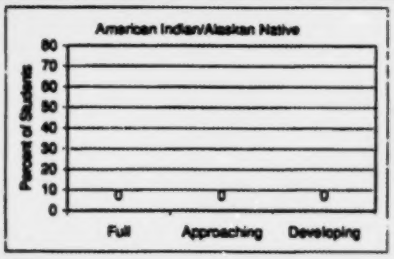
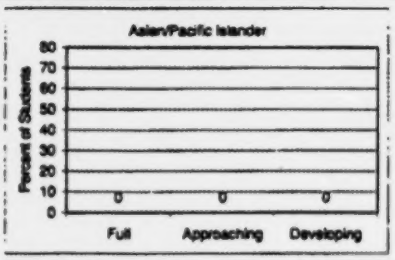
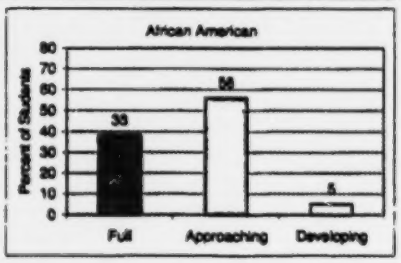
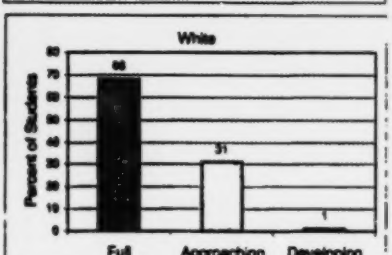
Disaggregated Data by Race / Ethnicity

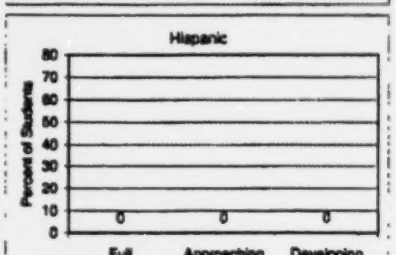
Entering Kindergarten







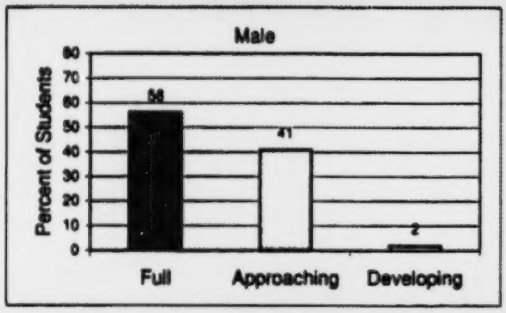


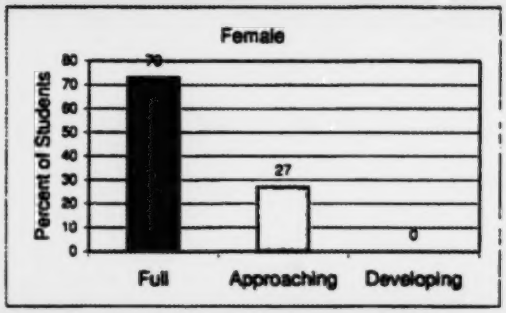


Queen Anne's County 2001-2002

Disaggregated Data by Gender

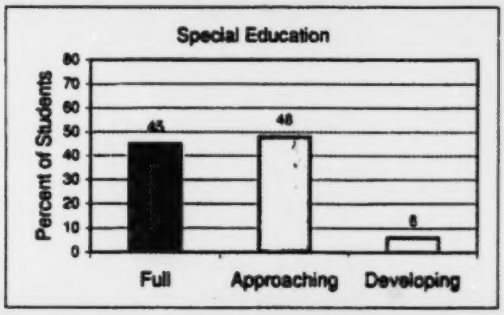
Entering Kindergarten

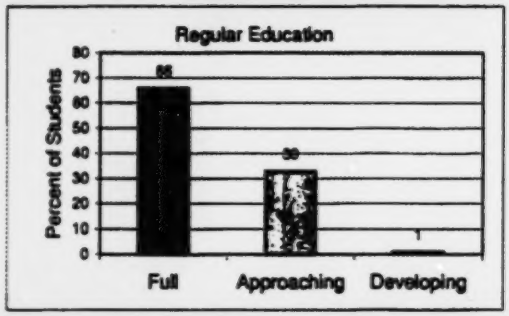




Disaggregated Data by Special Education

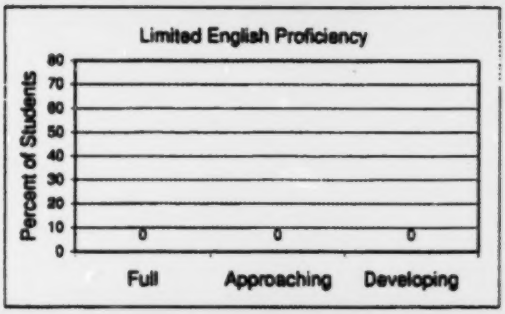
Entering Kindergarten

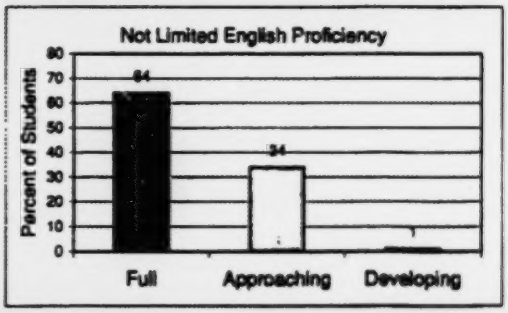




Disaggregated Data by Limited English Proficiency

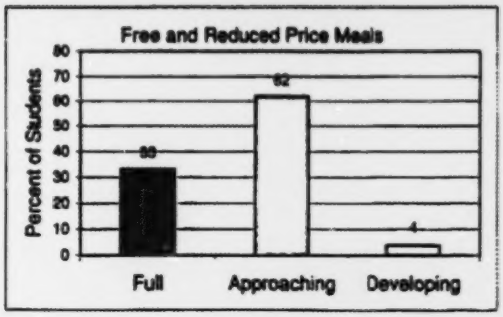
Entering Kindergarten

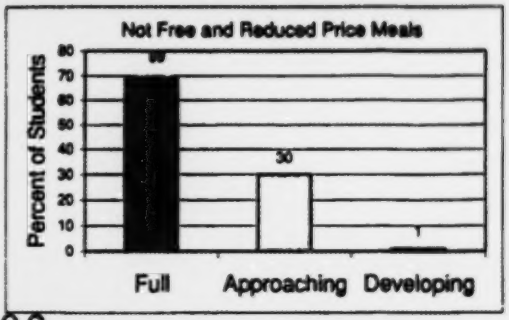




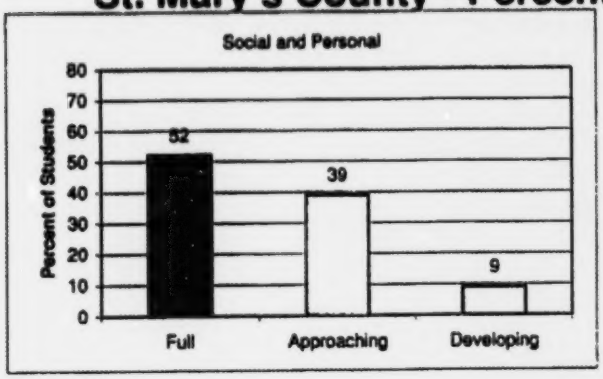
Disaggregated Data by Free and Reduced Price Meals

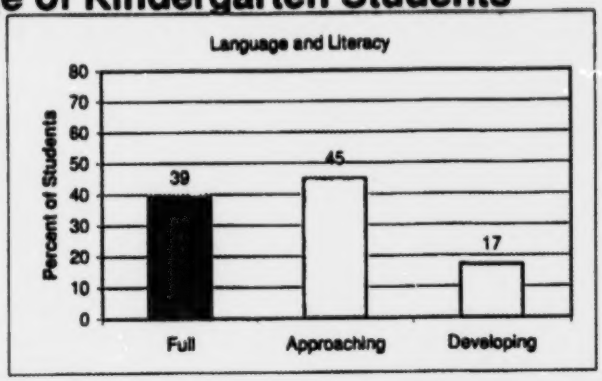
Entering Kindergarten

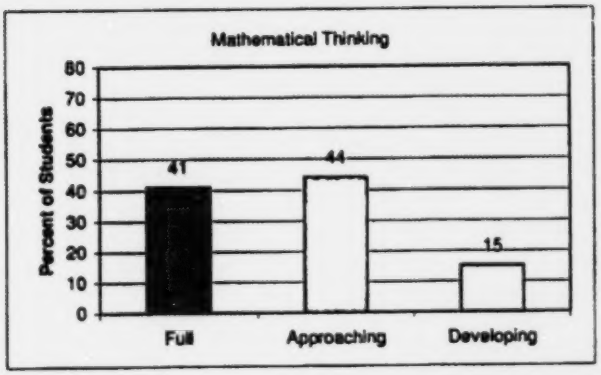


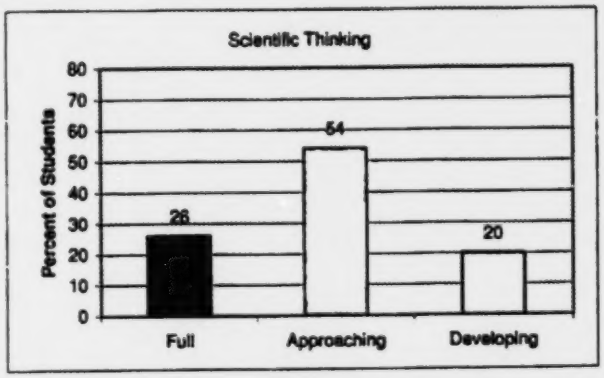


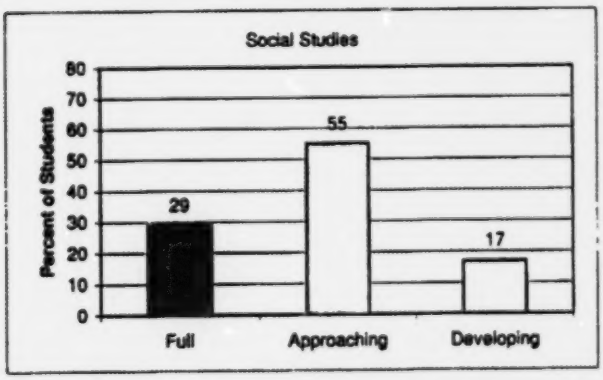
St. Mary's County - Percentage of Kindergarten Students

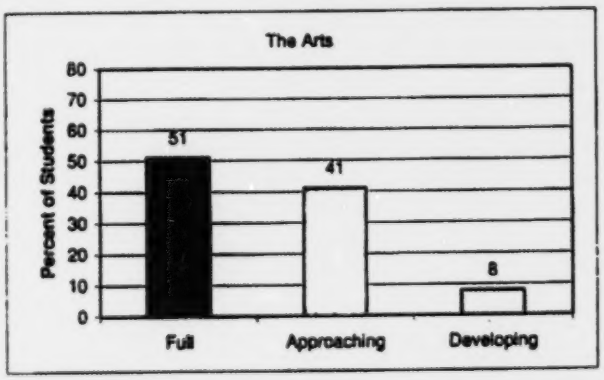


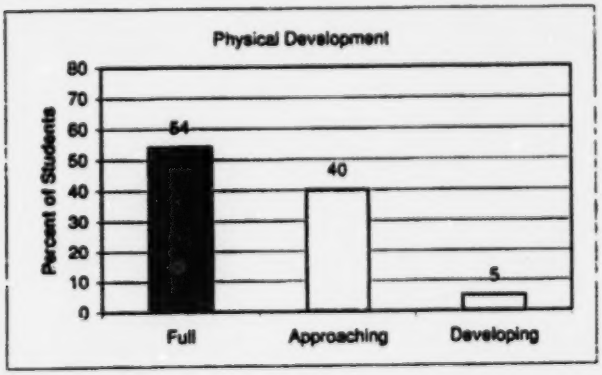


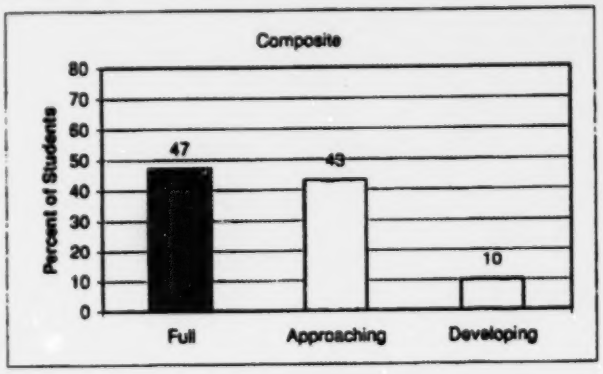












St. Mary's County - Percentage of Kindergarten Students

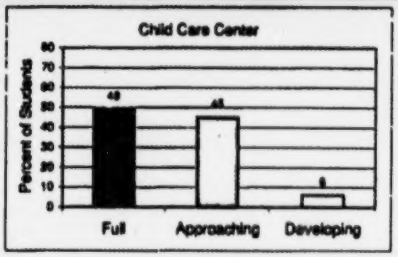
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	71	29	0	45	45	9	57	38	5	32	50	18	36	45	18	55	41	5	73	27	0	50	45	5
African American	35	53	12	28	46	26	24	48	29	12	51	38	13	53	34	36	47	17	43	47	10	30	50	20
White	56	36	8	41	44	14	45	43	12	30	54	16	32	56	12	55	39	6	57	39	4	52	40	8
Hispanic	47	41	12	29	53	18	13	73	13	12	76	12	31	56	13	47	47	6	41	53	6	29	64	7
Gender																								
Male	43	43	13	34	45	21	38	43	19	24	53	24	24	55	21	41	48	11	46	47	7	41	47	12
Female	60	35	5	43	44	13	43	45	12	28	55	17	33	54	13	59	35	6	62	34	4	53	39	8
Prior Care																								
Child Care Center	46	46	8	50	39	11	45	46	9	23	58	19	31	54	15	43	55	2	52	46	2	49	45	6
Family Child Care	41	43	16	34	49	17	32	48	20	33	46	21	38	35	27	49	41	10	45	35	20	40	45	15
Head Start	50	48	3	28	41	31	22	51	27	13	48	40	19	46	35	46	39	15	44	56	0	37	47	17
Home / Informal Care	42	46	11	27	46	27	30	49	21	25	49	26	26	51	23	44	45	11	44	50	6	36	51	13
Non-Public Nursery	64	31	5	55	40	6	56	40	4	48	44	9	45	48	7	59	37	4	66	31	2	62	35	3
Prekindergarten	54	37	9	38	46	16	42	43	15	22	59	20	24	62	14	52	39	9	57	38	5	48	41	11
Special Education																								
Yes	37	36	27	16	47	37	21	45	34	16	35	49	14	51	36	32	41	27	31	50	19	28	38	34
No	52	40	7	40	44	16	41	44	14	26	55	19	29	55	16	51	42	7	56	40	4	48	44	8
Limited English Proficiency																								
Yes	71	29	0	57	43	0	43	57	0	29	57	14	57	29	14	71	29	0	71	29	0	57	43	0
No	51	40	9	38	45	18	40	44	16	25	53	21	27	55	17	50	42	9	54	40	6	46	43	11
Free and Reduced Price Meals																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	51	40	9	38	44	18	40	44	16	25	53	21	28	55	17	50	42	9	54	40	6	46	43	11

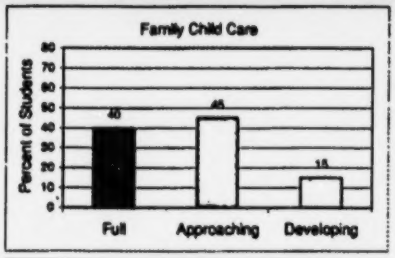
* = fewer than 5

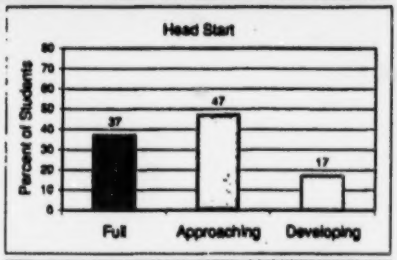
St. Mary's County 2001-2002

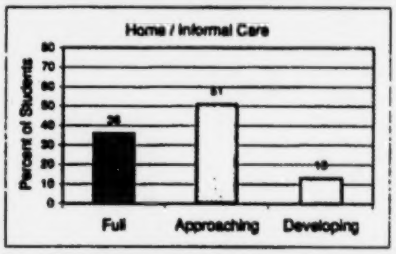
Disaggregated Data by Prior Care

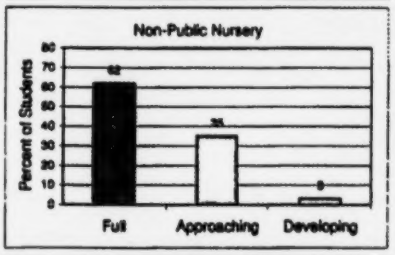
Entering Kindergarten

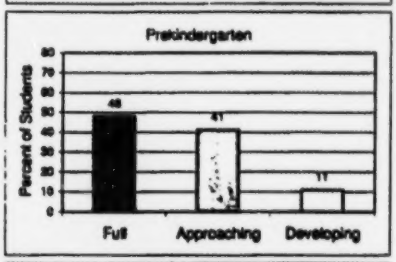












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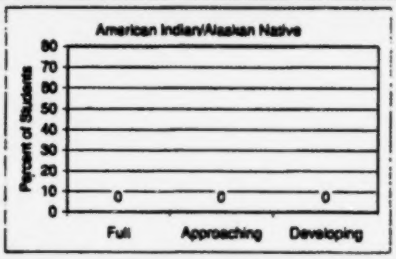
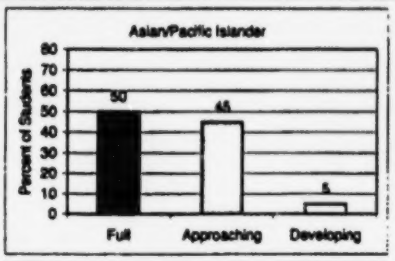
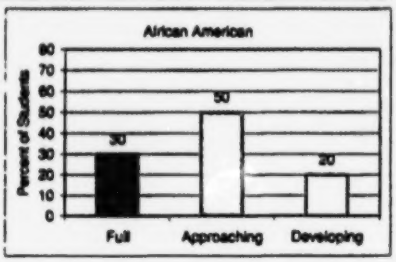
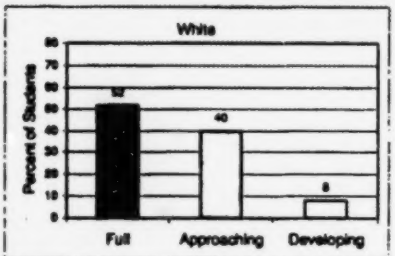
Disaggregated Data by Race / Ethnicity

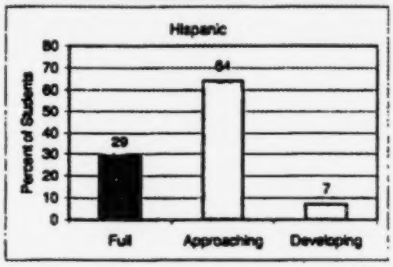
Entering Kindergarten







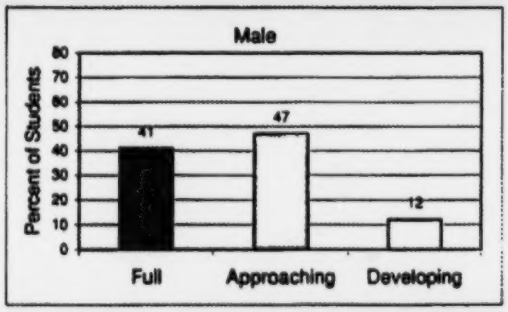


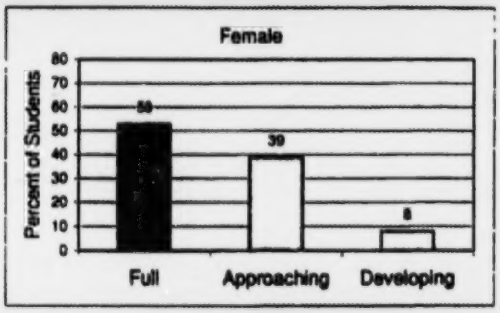


St. Mary's County 2001-2002

Disaggregated Data by Gender

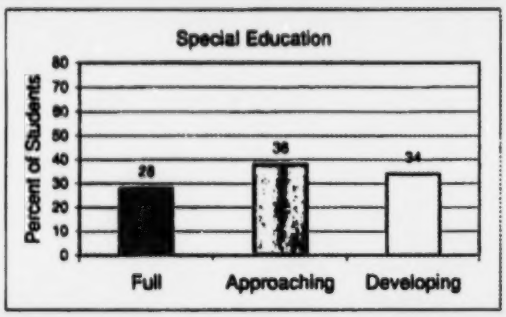
Entering Kindergarten

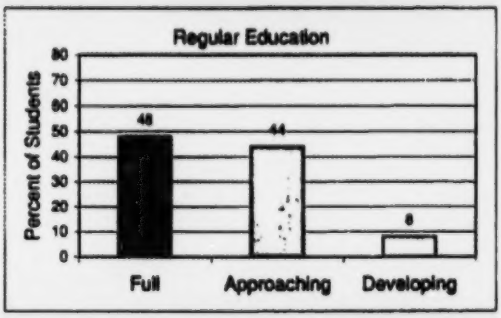




Disaggregated Data by Special Education

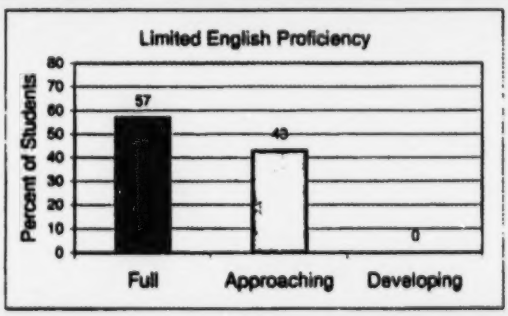
Entering Kindergarten

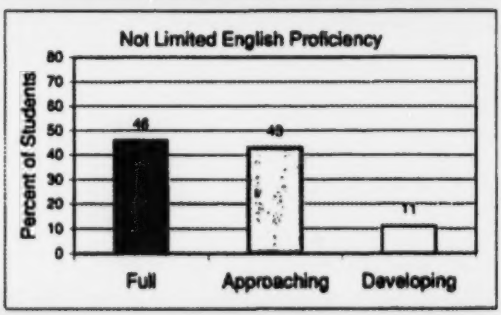




Disaggregated Data by Limited English Proficiency

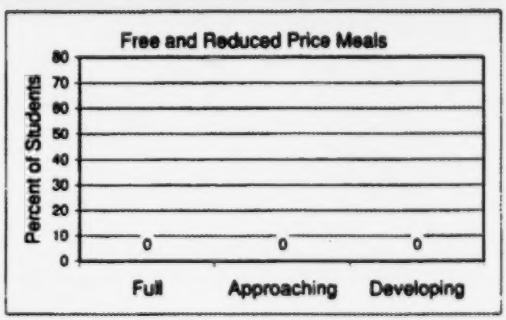
Entering Kindergarten

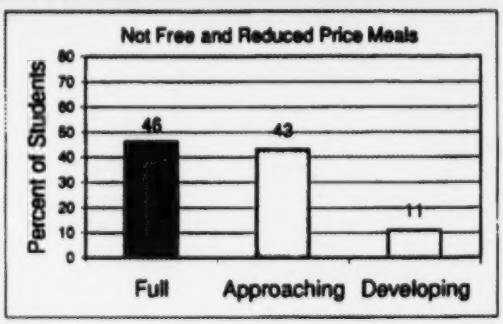




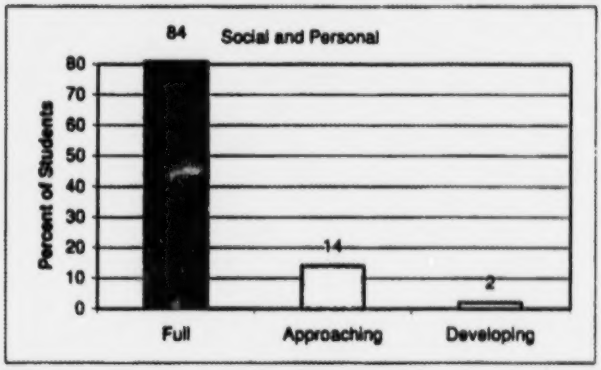
Disaggregated Data by Free and Reduced Price Meals

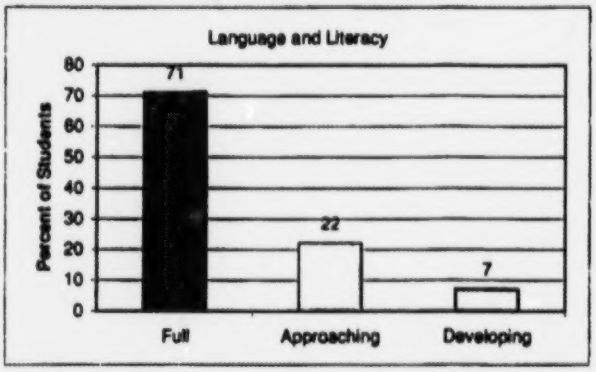
Entering Kindergarten

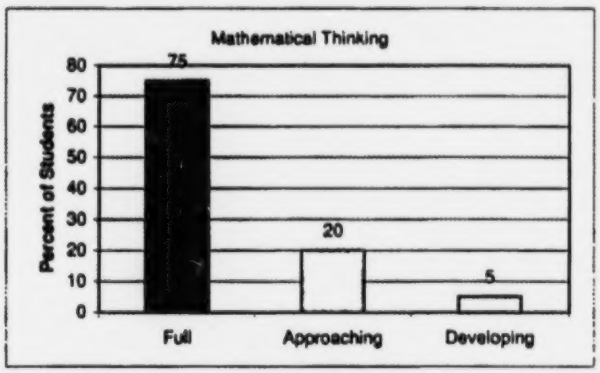


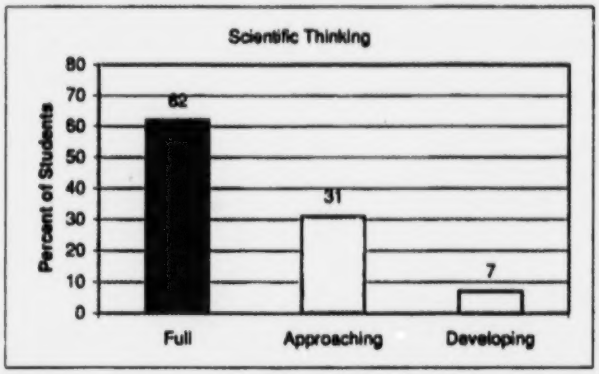


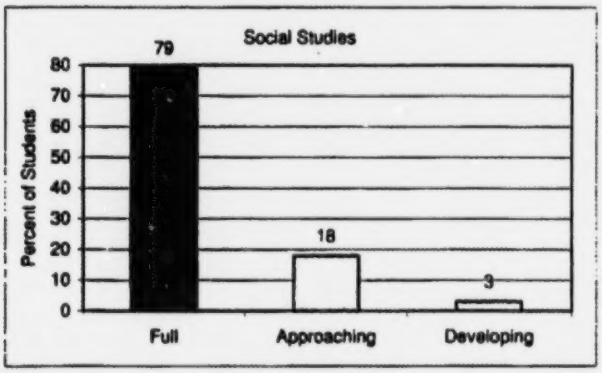
Somerset County - Percentage of Kindergarten Students

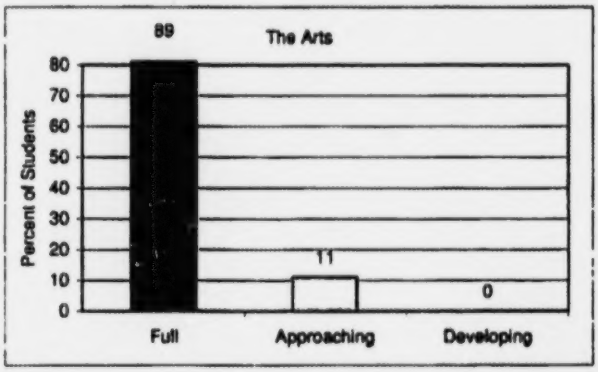


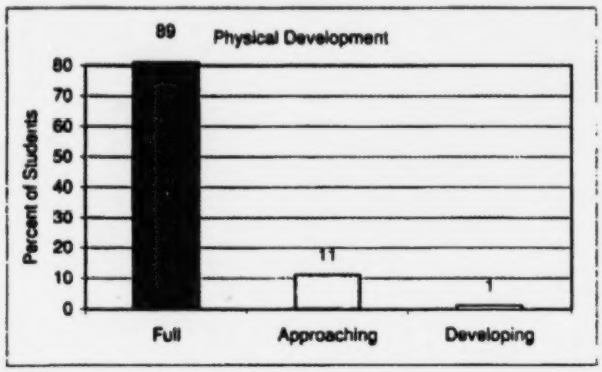


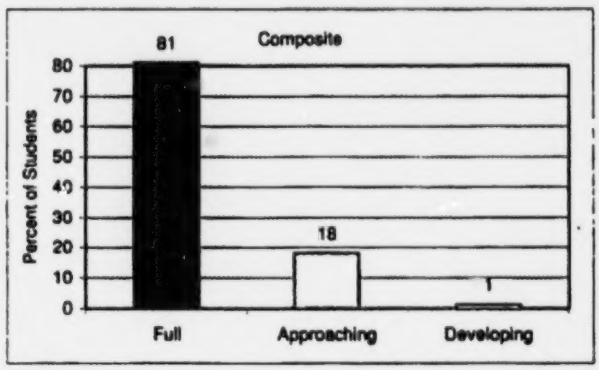












Somerset County - Percentage of Kindergarten Students

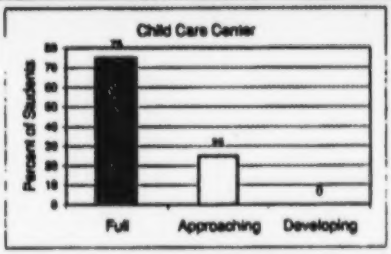
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	81	17	2	79	18	3	76	20	3	61	34	5	80	16	3	91	9	0	94	5	1	86	14	0
White	88	11	1	69	24	8	79	17	4	69	26	5	83	16	1	88	12	0	83	17	0	83	16	1
Hispanic	82	18	0	27	45	27	45	45	9	18	45	36	55	36	9	82	18	0	91	9	0	45	55	0
Gender																								
Male	79	18	3	62	27	11	71	22	7	55	34	11	76	19	5	85	15	0	83	16	1	75	25	1
Female	91	9	0	83	15	3	82	17	1	72	26	2	84	16	0	95	5	0	96	4	0	91	9	0
Prior Care																								
Child Care Center	67	22	11	44	44	11	44	44	11	44	56	0	75	25	0	78	22	0	78	22	0	75	25	0
Family Child Care	63	38	0	43	57	0	63	38	0	50	50	0	88	13	0	75	25	0	50	50	0	71	29	0
Head Start	86	14	0	53	33	14	64	28	8	34	49	17	58	39	3	89	11	0	91	9	0	62	38	0
Home / Informal Care	82	9	9	55	27	18	45	36	18	45	36	18	64	36	0	82	18	0	82	18	0	73	18	9
Non-Public Nursery	100	0	0	67	33	0	100	0	0	67	33	0	100	0	0	100	0	0	100	0	0	100	0	0
Prekindergarten	86	13	1	81	15	5	84	14	2	73	22	5	86	10	3	91	9	0	91	8	1	89	11	0
Special Education																								
Yes	67	33	0	33	44	22	78	22	0	56	22	22	67	11	22	78	22	0	44	44	11	78	22	0
No	84	14	2	72	21	7	75	20	5	62	31	7	80	18	2	90	10	0	91	9	0	81	18	1
Limited English Proficiency																								
Yes	85	15	0	46	23	31	54	23	23	31	31	38	54	31	15	100	0	0	100	0	0	54	46	0
No	83	15	2	72	22	6	77	20	4	64	30	5	81	17	2	89	11	0	88	11	1	83	16	1
Free and Reduced Price Meals																								
Yes	76	21	3	72	19	9	73	22	5	59	32	10	77	17	6	90	10	0	88	11	1	80	18	1
No	90	10	0	69	24	7	77	18	5	65	29	6	81	18	1	89	11	0	90	10	0	82	18	0

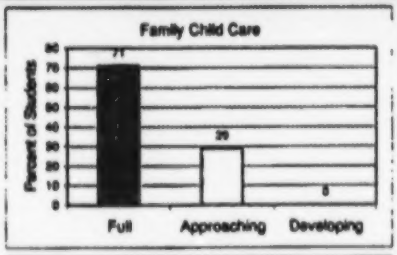
* = fewer than 5

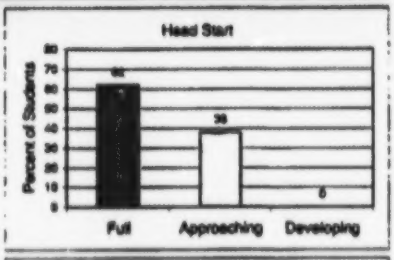
Somerset County 2001-2002

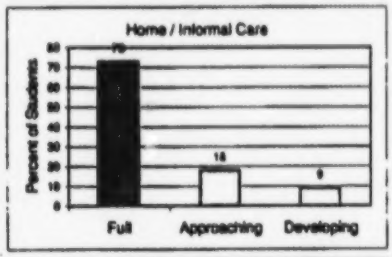
Disaggregated Data by Prior Care

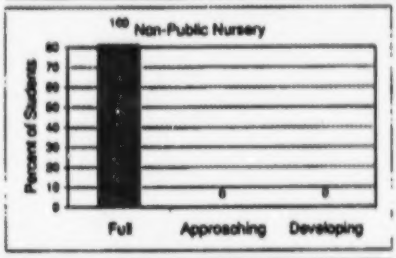
Entering Kindergarten

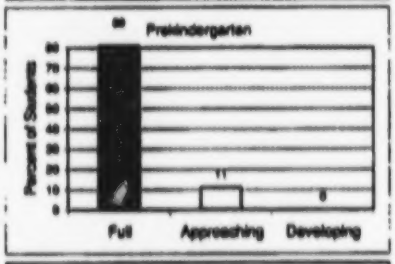












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

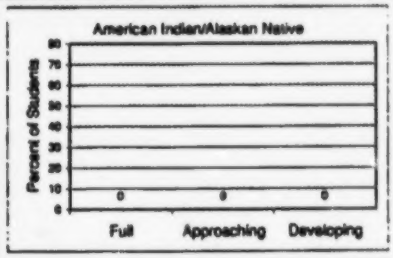
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

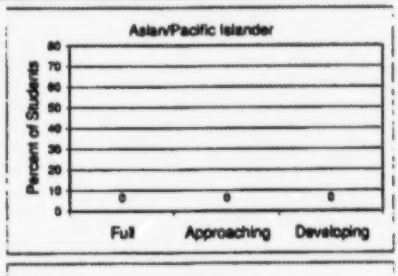
Prekindergarten

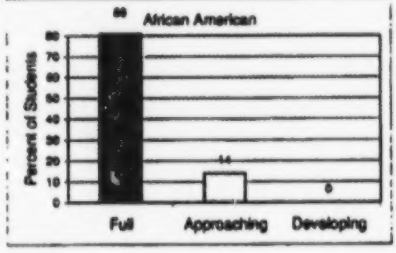
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

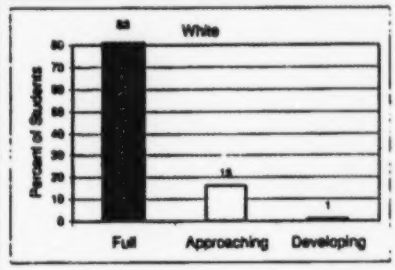
Disaggregated Data by Race / Ethnicity

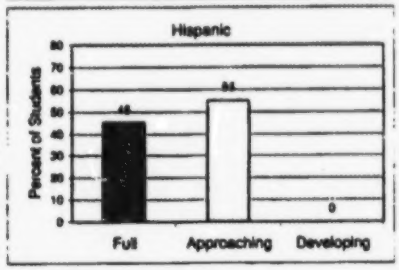
Entering Kindergarten







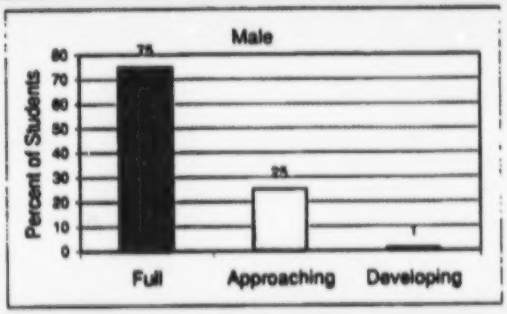


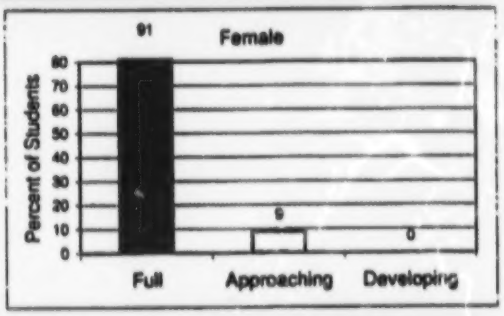


Somerset County 2001-2002

Disaggregated Data by Gender

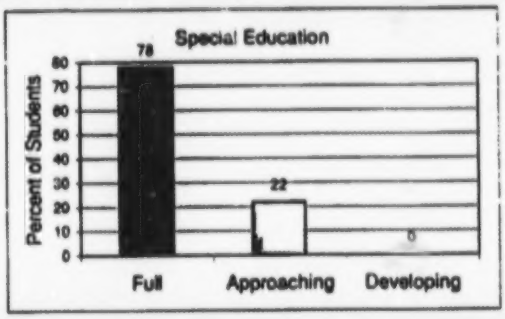
Entering Kindergarten

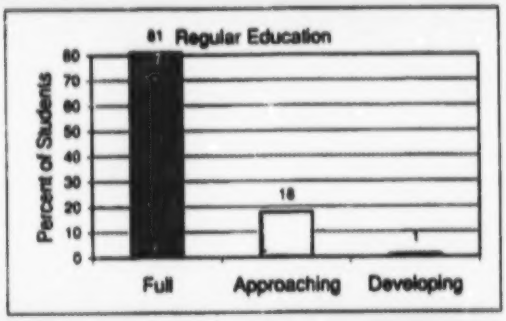




Disaggregated Data by Special Education

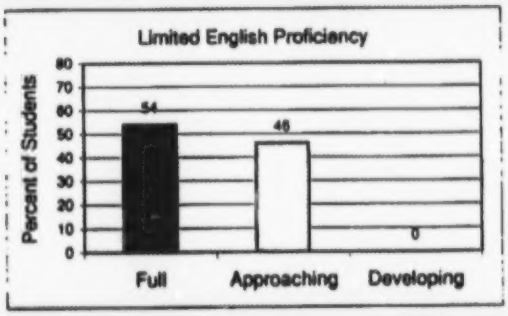
Entering Kindergarten

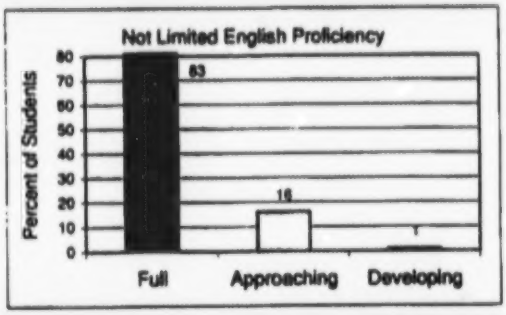




Disaggregated Data by Limited English Proficiency

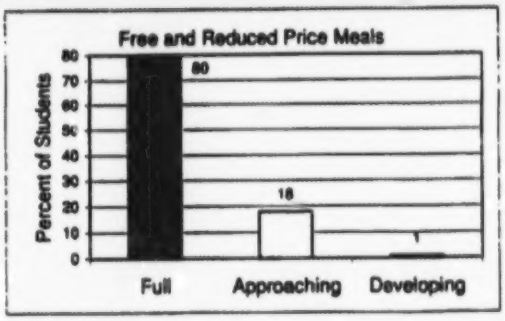
Entering Kindergarten

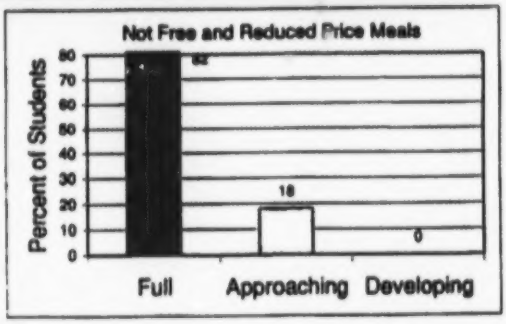




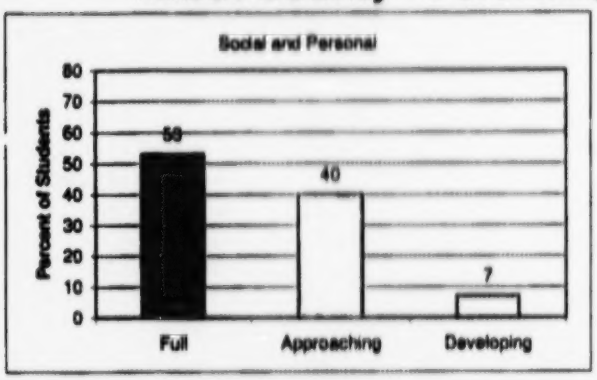
Disaggregated Data by Free and Reduced Price Meals

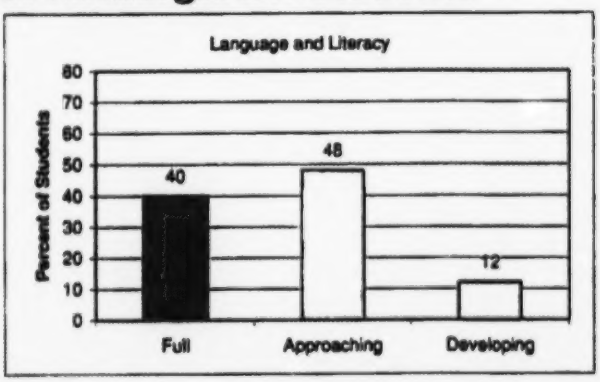
Entering Kindergarten

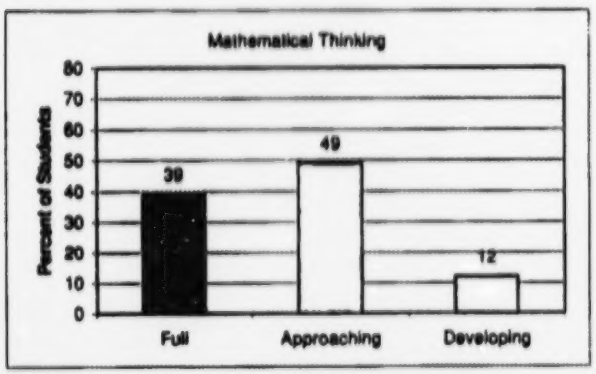


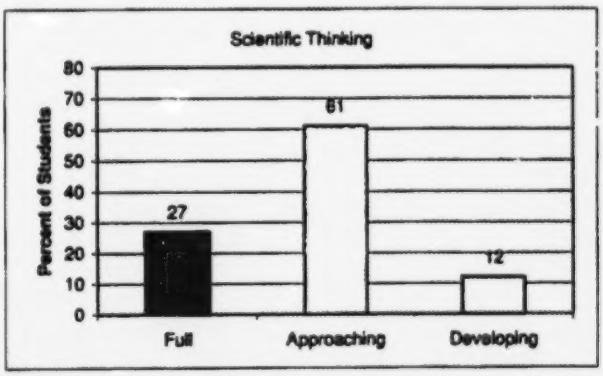


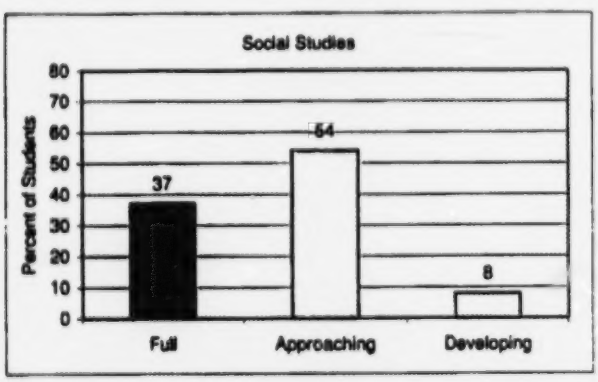
Talbot County - Percentage of Kindergarten Students

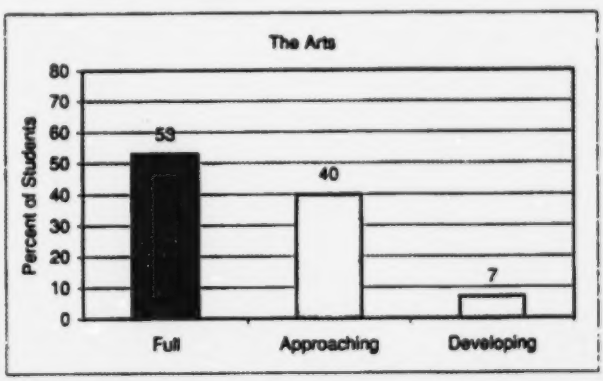


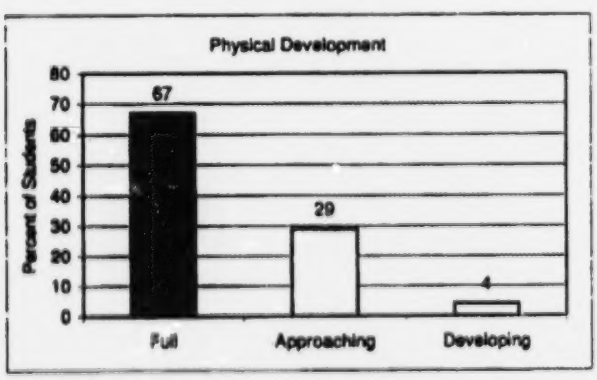


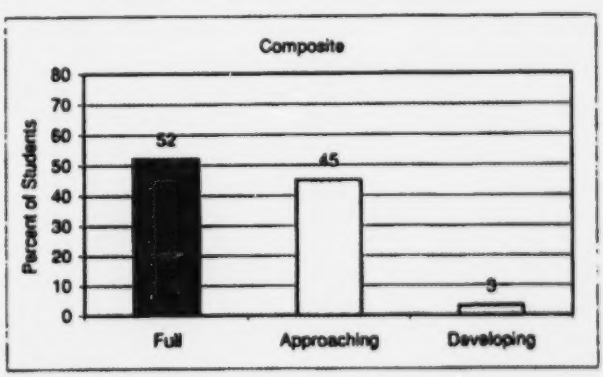












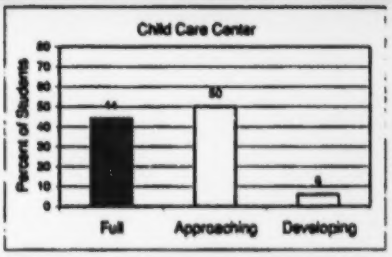
Talbot County - Percentage of Kindergarten Students

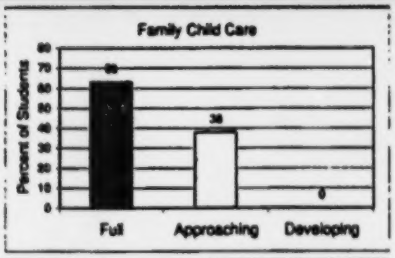
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	60	40	0	40	60	0	20	80	0	0	60	40	0	100	0	20	80	0	*	*	*	*	*	*
African American	27	60	13	22	56	22	23	59	18	13	64	23	21	63	16	38	51	11	49	48	3	29	64	7
White	61	33	6	47	45	9	46	44	10	32	60	8	44	50	6	59	36	5	72	25	4	59	39	2
Hispanic	33	56	11	22	56	22	11	67	22	11	67	22	22	67	11	44	44	11	78	11	11	33	56	11
Gender																								
Male	43	48	9	34	50	16	38	47	15	26	61	12	39	48	13	45	43	12	66	29	4	45	49	5
Female	63	32	6	47	45	8	41	50	9	27	61	12	36	60	4	61	37	1	67	30	3	58	42	1
Prior Care																								
Child Care Center	26	58	16	33	61	6	29	59	12	21	74	5	50	50	0	53	37	11	53	42	5	44	50	6
Family Child Care	63	38	0	75	25	0	75	25	0	63	25	13	50	50	0	88	13	0	75	25	0	63	38	0
Head Start	35	47	18	24	53	24	24	59	18	18	47	35	24	53	24	47	47	6	47	47	6	29	71	0
Home / Informal Care	51	43	5	32	46	22	35	38	27	14	68	19	30	57	14	51	43	5	65	30	5	46	46	8
Non-Public Nursery	60	37	3	59	38	3	53	40	7	30	67	3	40	57	3	53	43	3	83	13	3	62	38	0
Prekindergarten	56	37	7	40	49	11	39	52	10	29	60	10	38	54	8	53	40	8	68	29	3	54	44	3
Special Education																								
Yes	50	31	19	13	47	40	13	50	38	13	50	38	19	50	31	47	33	20	50	38	13	27	60	13
No	52	41	7	41	48	12	40	49	11	27	63	11	38	55	8	52	42	7	66	30	3	52	45	3
Limited English Proficiency																								
Yes	40	50	10	30	50	20	20	60	20	10	60	30	20	70	10	40	50	10	78	11	11	33	56	11
No	52	40	7	40	48	13	39	49	12	26	61	12	37	54	9	52	40	7	65	31	4	52	45	3
Free and Reduced Price Meals																								
Yes	31	55	14	7	62	30	10	66	25	11	66	23	19	63	18	32	55	14	37	55	8	29	62	10
No	59	35	5	50	43	7	48	44	8	31	60	9	43	51	6	59	36	5	75	22	2	58	40	2
* = fewer than 5																								

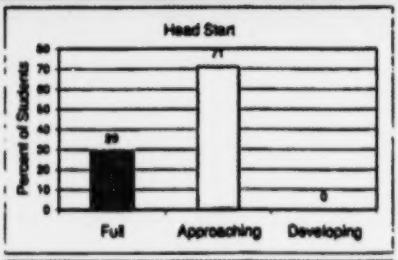
Talbot County 2001-2002

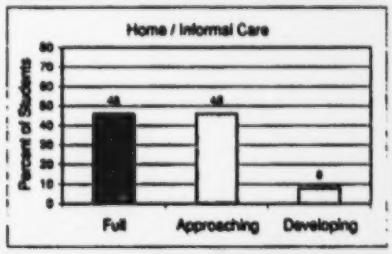
Disaggregated Data by Prior Care

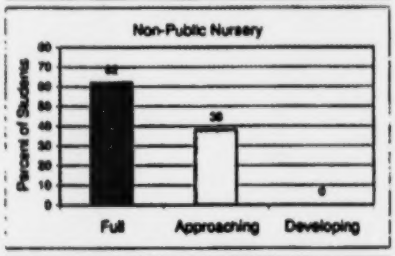
Entering Kindergarten

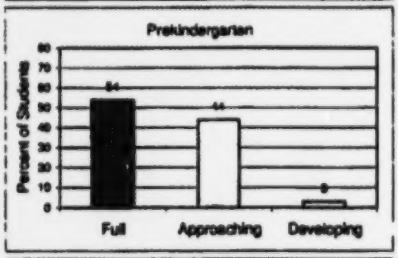












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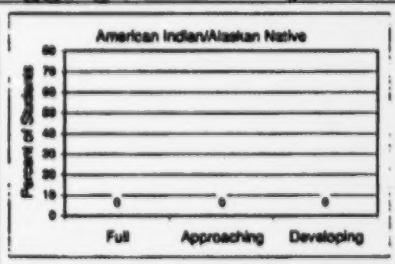
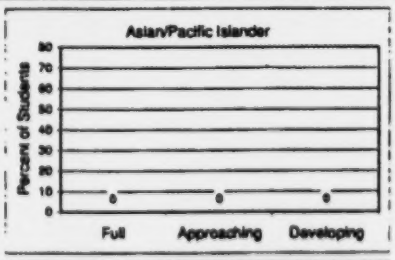
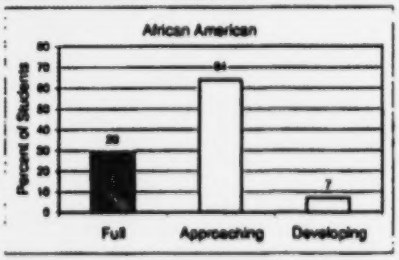
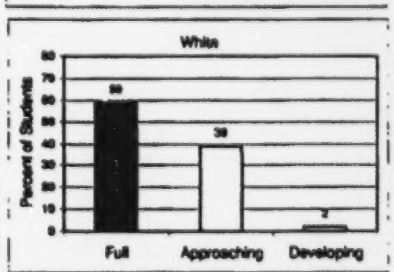
Disaggregated Data by Race / Ethnicity

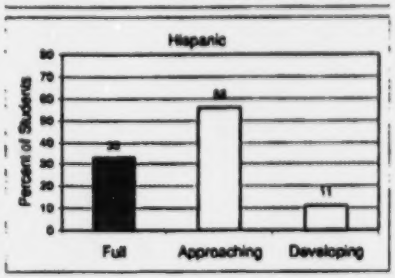
Entering Kindergarten







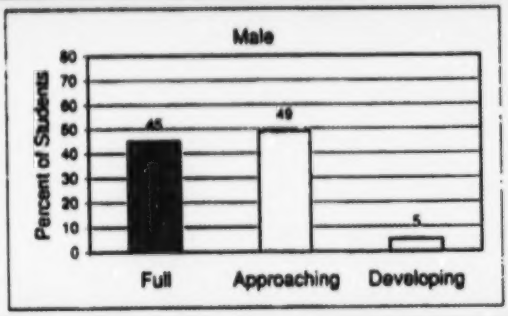


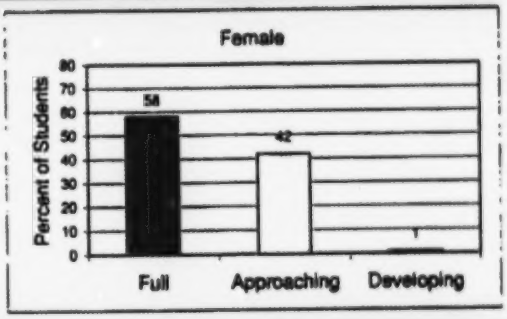


Talbot County 2001-2002

Disaggregated Data by Gender

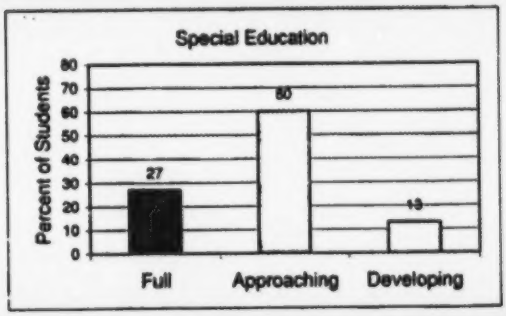
Entering Kindergarten

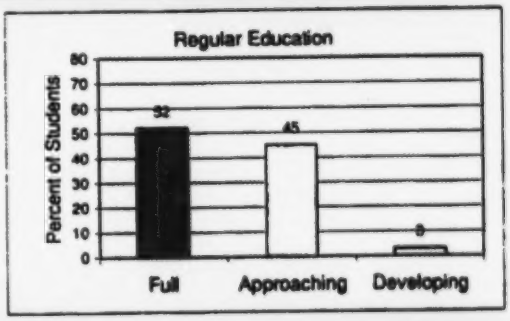




Disaggregated Data by Special Education

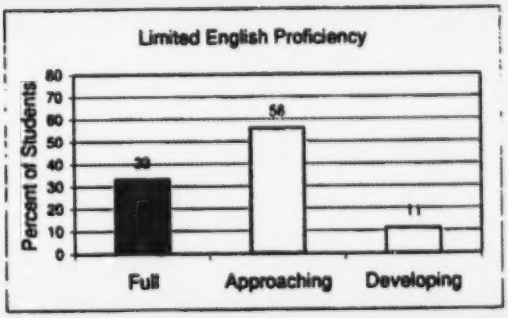
Entering Kindergarten

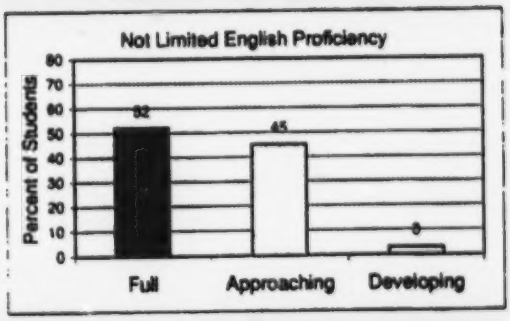




Disaggregated Data by Limited English Proficiency

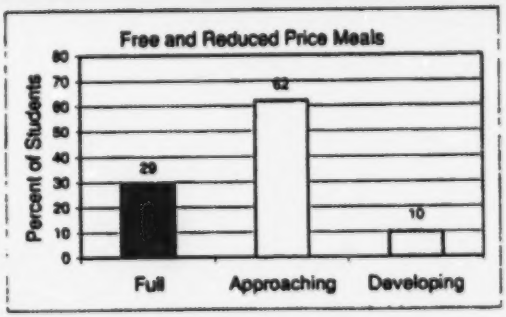
Entering Kindergarten

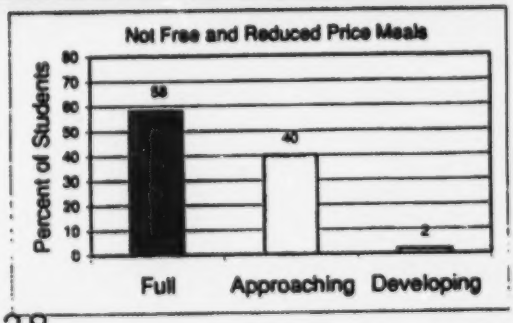




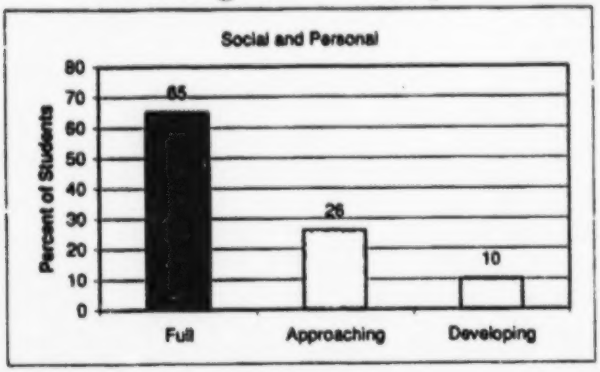
Disaggregated Data by Free and Reduced Price Meals

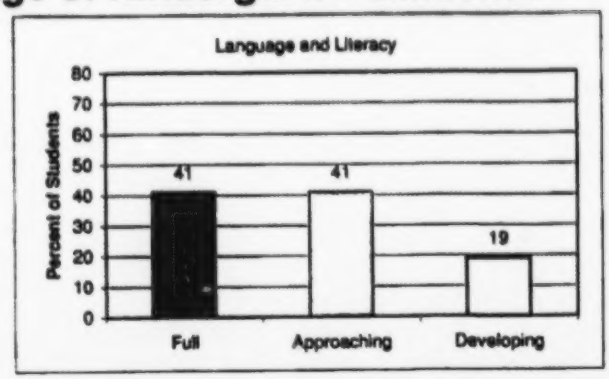
Entering Kindergarten

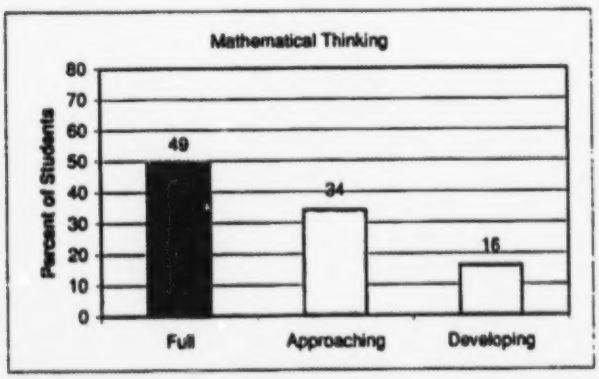


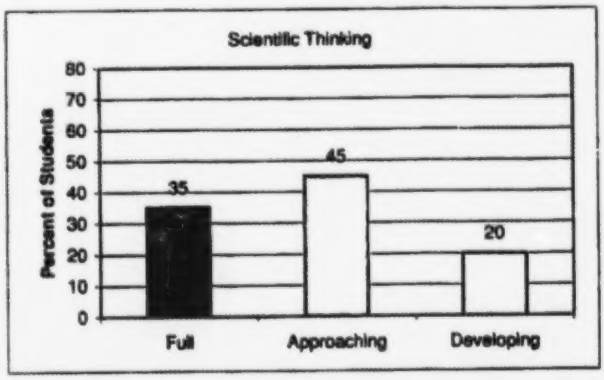


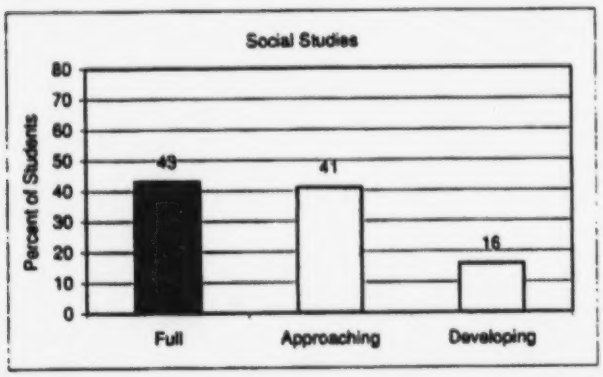
Washington County - Percentage of Kindergarten Students

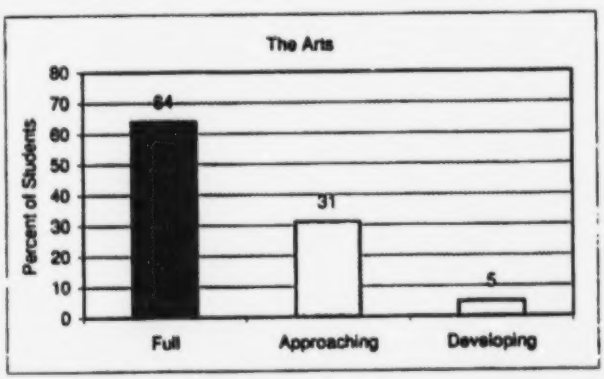


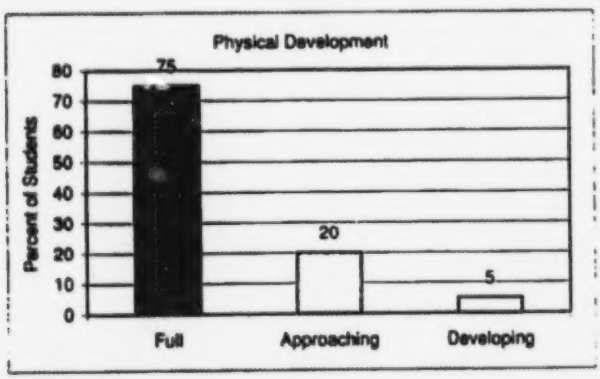


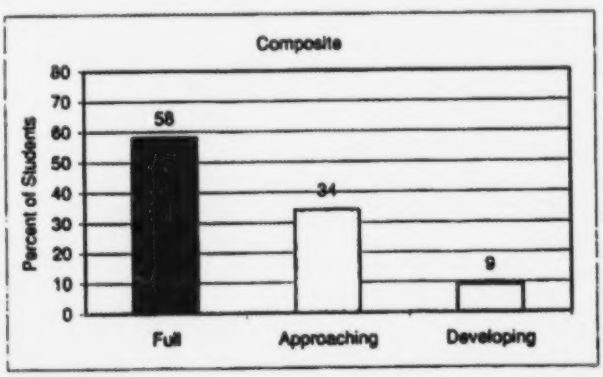












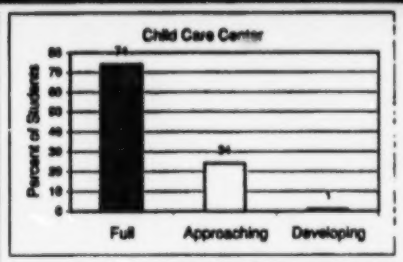
Washington County - Percentage of Kindergarten Students

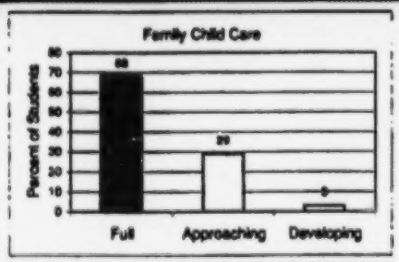
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	64	36	0	40	60	0	73	27	0	18	64	18	36	45	18	64	36	0	100	0	0	60	40	0
African American	51	35	15	20	51	28	30	46	24	15	52	33	22	53	25	57	37	6	71	23	7	37	51	12
White	66	24	9	43	39	18	52	33	15	38	44	18	46	40	14	65	30	5	76	19	5	60	31	8
Hispanic	67	24	10	35	45	20	43	38	19	19	48	33	29	38	33	67	29	5	80	15	5	42	42	16
Gender																								
Male	58	29	13	36	43	22	46	35	18	34	45	22	40	42	18	58	36	7	70	23	7	54	38	11
Female	70	22	7	45	39	16	53	33	14	36	46	18	46	41	13	70	27	3	80	16	4	61	32	7
Prior Care																								
Child Care Center	69	22	9	54	39	7	70	25	5	52	45	3	54	40	7	76	23	1	82	15	3	74	24	1
Family Child Care	75	18	7	41	49	10	56	35	10	32	48	20	54	31	15	71	25	4	92	8	0	68	29	3
Head Start	43	39	18	19	46	34	32	39	29	16	53	31	19	55	26	50	44	6	64	28	8	29	55	16
Home / Informal Care	59	31	10	33	39	28	40	36	24	30	42	27	39	40	20	60	33	7	69	24	7	50	38	12
Non-Public Nursery	79	15	6	54	37	9	59	35	6	51	42	7	57	36	7	67	30	3	85	14	1	74	23	3
Prekindergarten	67	23	10	45	41	14	52	35	14	34	46	20	44	42	14	66	29	5	75	18	6	60	31	9
Special Education																								
Yes	37	36	28	16	36	48	25	32	43	19	39	42	22	42	35	49	42	9	47	33	20	28	40	32
No	67	24	9	43	41	16	52	34	14	37	45	18	46	40	14	66	30	4	77	19	4	61	32	7
Limited English Proficiency																								
Yes	58	33	8	0	64	36	25	50	25	0	42	58	8	50	42	58	42	0	82	18	0	30	50	20
No	65	25	10	41	40	18	50	34	16	36	45	19	45	40	15	65	31	5	75	20	5	59	33	9
Free and Reduced Price Meals																								
Yes	51	31	18	21	49	30	29	44	27	18	48	34	23	50	27	53	39	8	64	28	8	38	47	15
No	69	24	8	46	38	15	56	31	13	40	44	16	50	38	12	68	28	4	78	17	4	64	29	7
* = fewer than 5																								

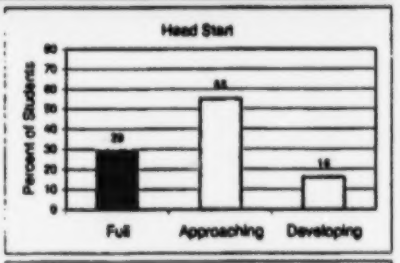
Washington County 2001-2002

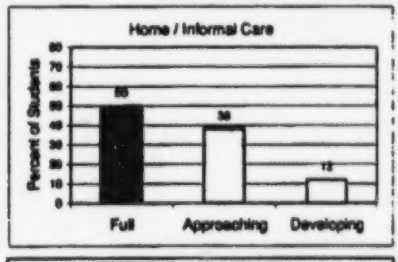
Disaggregated Data by Prior Care

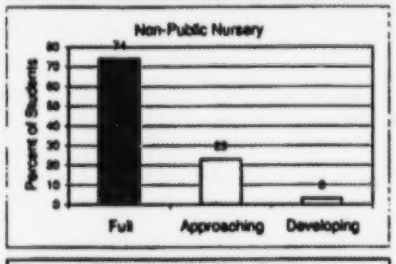
Entering Kindergarten

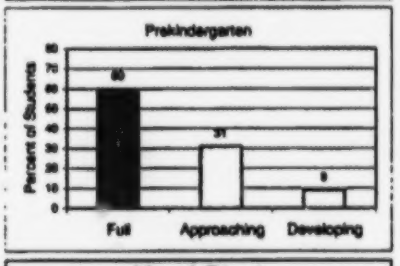












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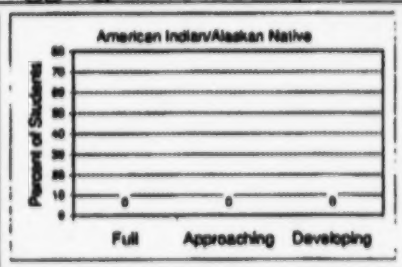
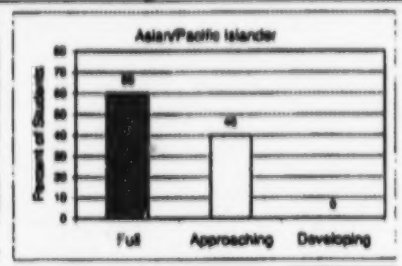
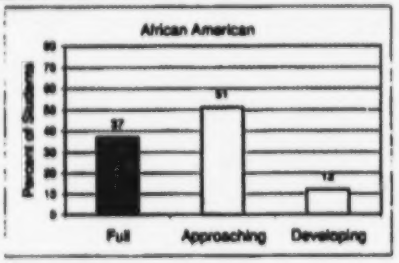
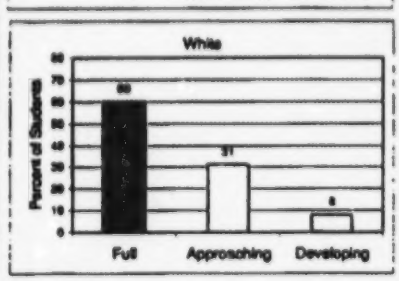
Disaggregated Data by Race / Ethnicity

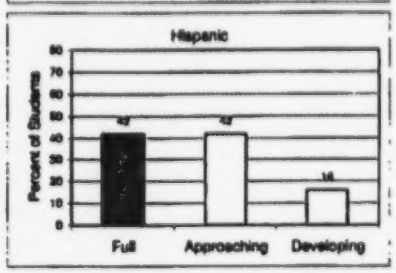
Entering Kindergarten







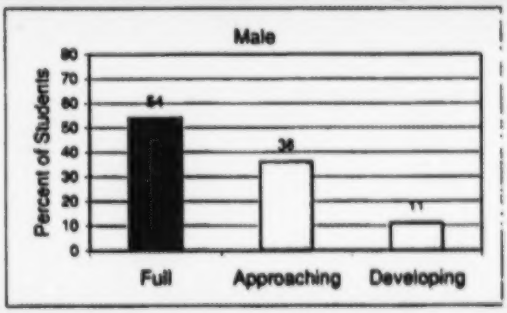


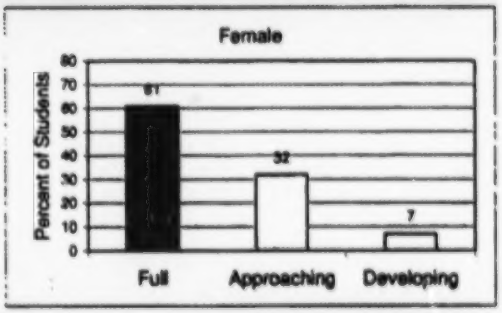


Washington County 2001-2002

Disaggregated Data by Gender

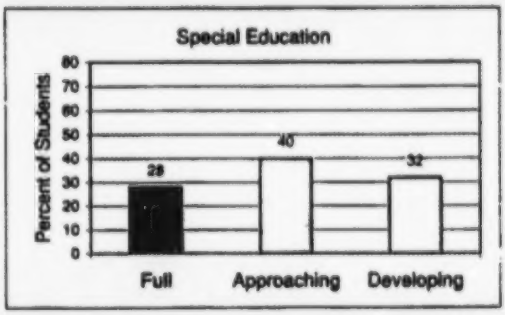
Entering Kindergarten

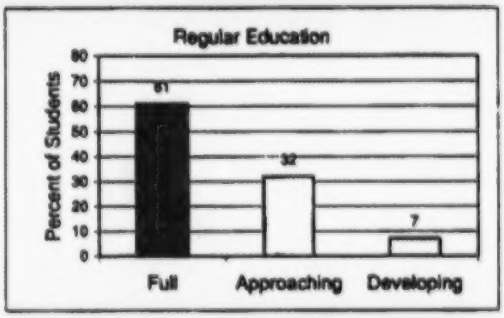




Disaggregated Data by Special Education

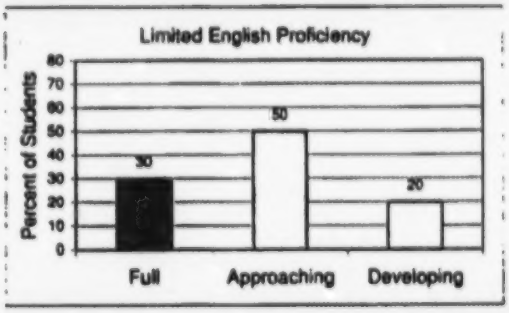
Entering Kindergarten

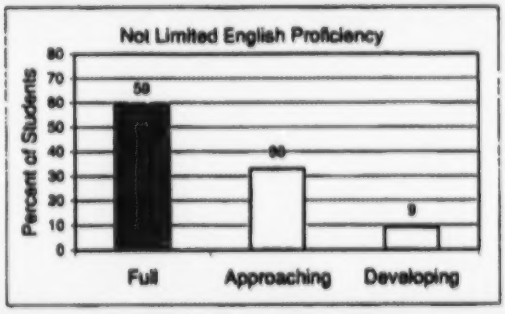




Disaggregated Data by Limited English Proficiency

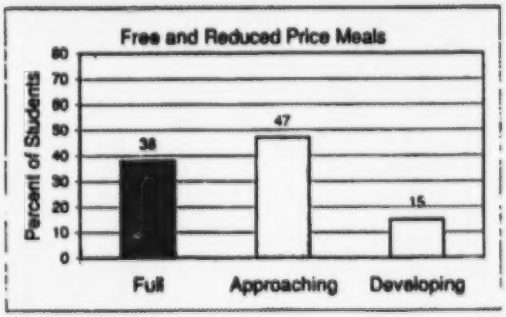
Entering Kindergarten

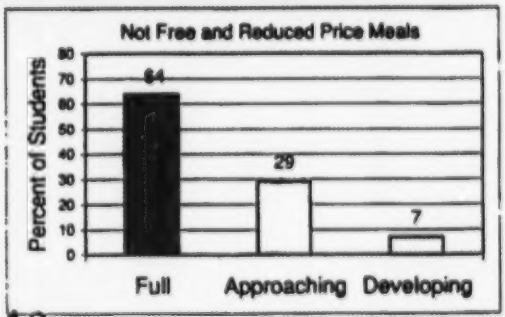




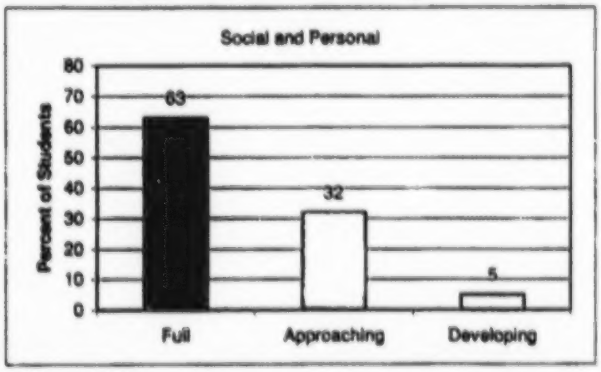
Disaggregated Data by Free and Reduced Price Meals

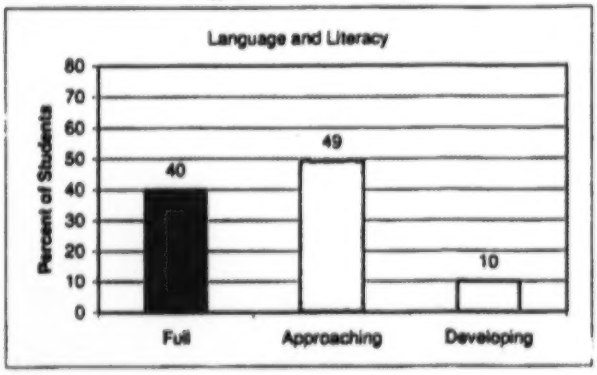
Entering Kindergarten

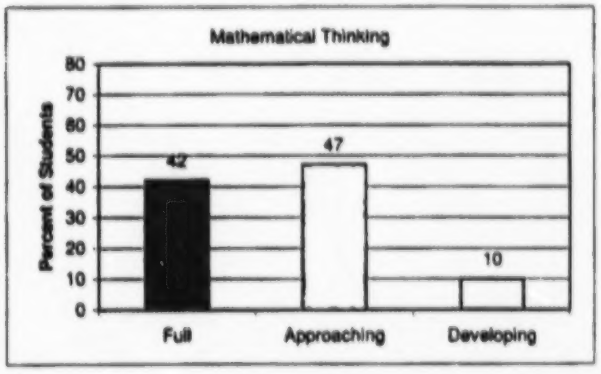


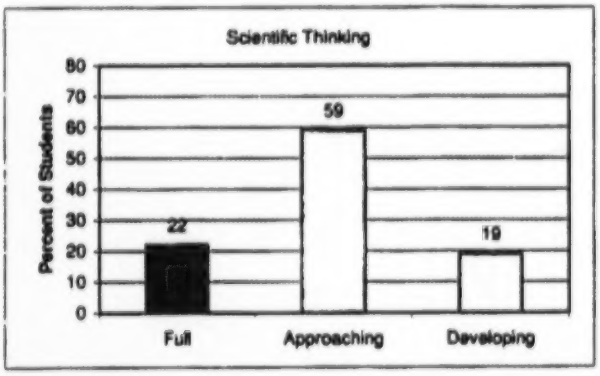


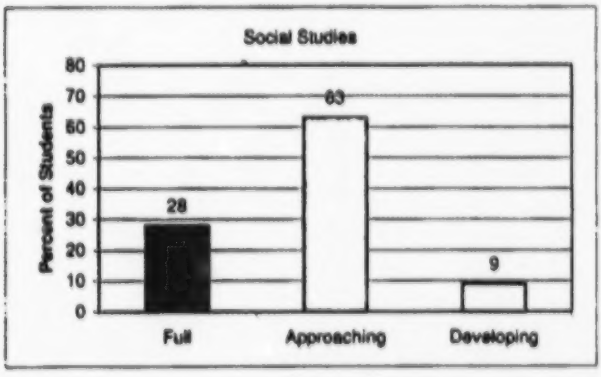
Wicomico County - Percentage of Kindergarten Students

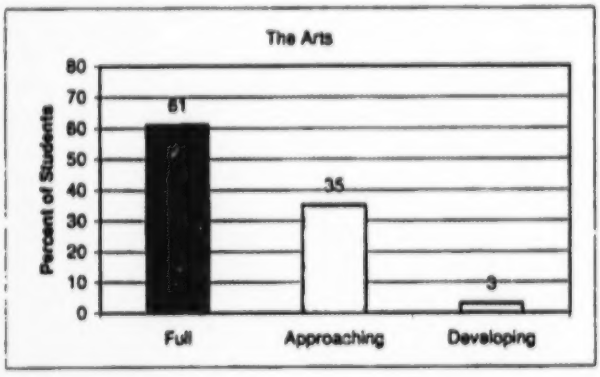


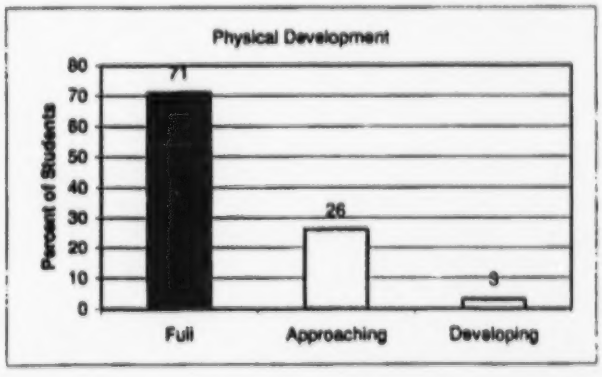


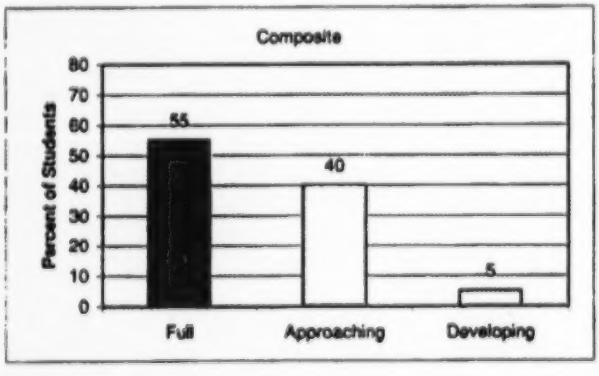












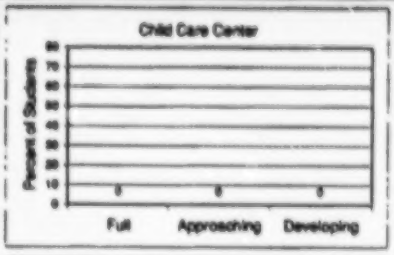
Wicomico County - Percentage of Kindergarten Students

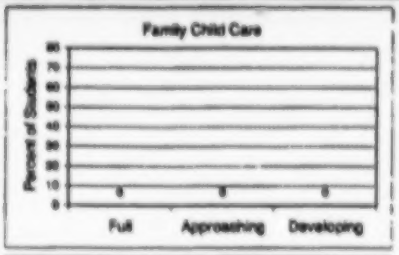
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	60	40	0	60	40	0	80	20	0	80	20	0	*	*	*
Asian/Pacific Islander	92	8	0	69	23	8	71	21	7	43	36	21	54	38	8	93	0	7	93	0	7	82	9	9
African American	58	34	8	40	46	13	42	46	13	19	62	20	28	59	12	59	37	4	70	27	4	53	40	7
White	66	31	3	39	51	9	42	49	9	23	57	20	27	65	8	62	35	3	70	28	2	54	42	3
Hispanic	78	22	0	32	68	0	30	70	0	26	70	4	26	74	0	70	30	0	86	14	0	73	27	0
Gender																								
Male	55	39	7	37	51	12	40	49	11	22	58	19	27	62	11	54	42	4	68	29	4	48	47	5
Female	73	24	3	44	47	8	45	46	9	22	59	19	30	63	7	70	27	2	74	24	2	62	34	4
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Home / Informal Care	64	31	5	40	49	10	42	48	10	22	59	19	28	62	10	62	34	4	70	27	3	54	41	4
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	60	37	3	41	49	9	45	45	10	26	58	16	30	64	6	56	41	3	75	24	1	59	35	5
Special Education																								
Yes	45	45	10	15	70	15	25	55	20	15	50	35	16	58	26	63	21	16	75	10	15	39	44	17
No	64	32	5	41	49	10	43	47	10	22	59	19	28	63	9	61	36	3	71	27	3	55	41	4
Limited English Proficiency																								
Yes	61	39	0	18	65	18	17	78	6	11	83	6	28	67	6	61	33	6	72	22	6	47	47	6
No	63	32	5	41	49	10	43	47	10	22	59	19	28	63	9	61	35	3	71	26	3	55	41	4
Free and Reduced Price Meals																								
Yes	61	34	6	39	47	14	42	50	7	15	65	20	30	59	11	65	30	5	75	21	4	59	37	4
No	64	32	5	41	50	9	42	47	11	24	58	19	28	63	9	60	37	3	70	28	3	54	42	5
* = fewer than 5																								

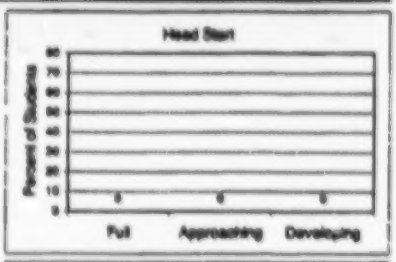
Wicomico County 2001-2002

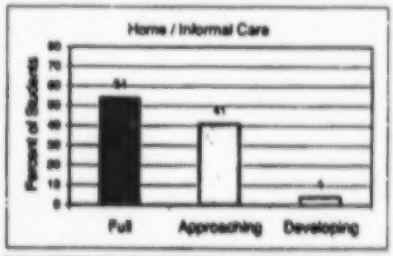
Disaggregated Data by Prior Care

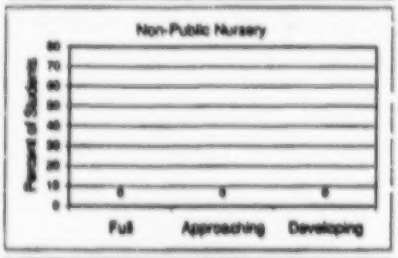
Entering Kindergarten

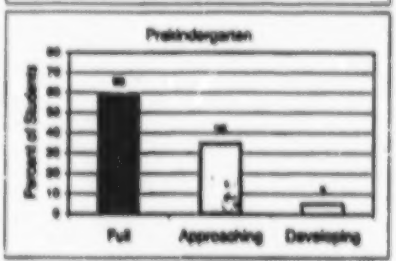












Child Care Center

Child care provided in a facility, usually non-residential, that for part or all of the day provides care to children in the absence of the parent. Centers are licensed by Child Care Administration.

Family Child Care

Regulated care given to a child younger than 13 years old, in place of parental care for less than 24 hours a day, in a residence other than the child's residence and for which the provider is paid. Regulated by Child Care Administration.

Head Start

Pre-school programs for 2 to 5 year olds from low income families; licensed by Child Care Administration and/or local boards of education.

Home/Informal Care

Care by parent(s) or a relative.

Non-Public Nursery School

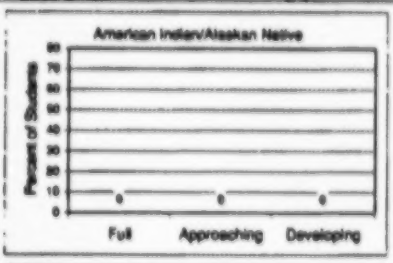
Pre-school programs with an educational focus for 3 & 4 year olds; approved or exempted by the Maryland State Department of Education, usually part-day, nine months a year.

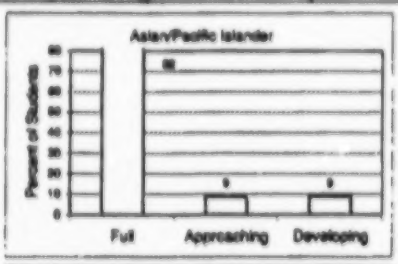
Prekindergarten

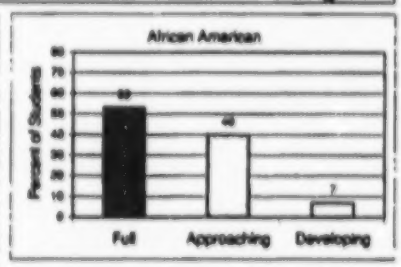
Public school prekindergarten education for four-year-old children. Administered by local boards of education and regulated by the Maryland State Department of Education (MSDE).

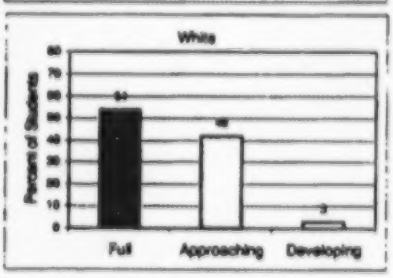
Disaggregated Data by Race / Ethnicity

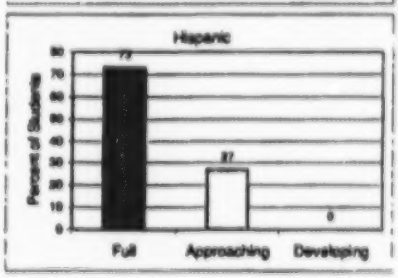
Entering Kindergarten







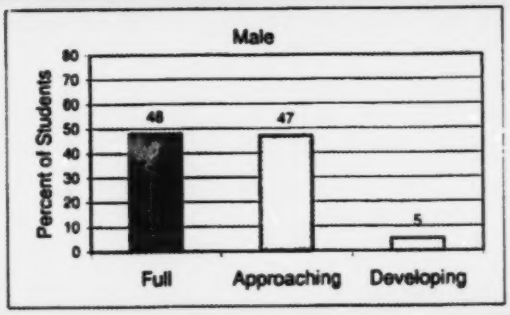


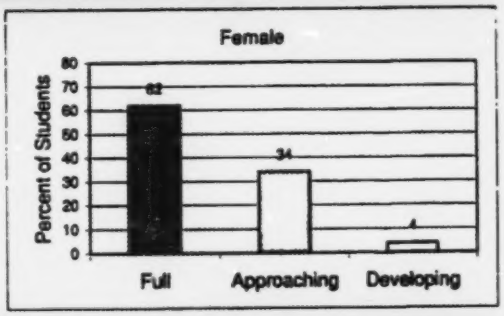


Wicomico County 2001-2002

Disaggregated Data by Gender

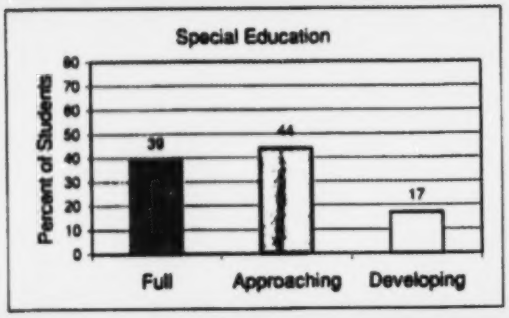
Entering Kindergarten

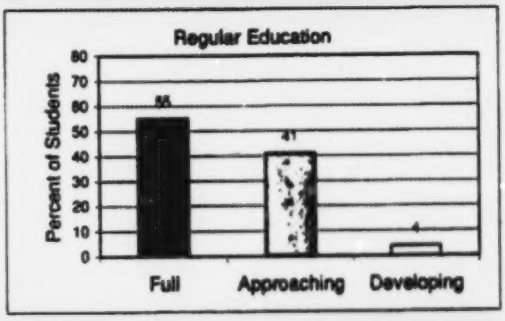




Disaggregated Data by Special Education

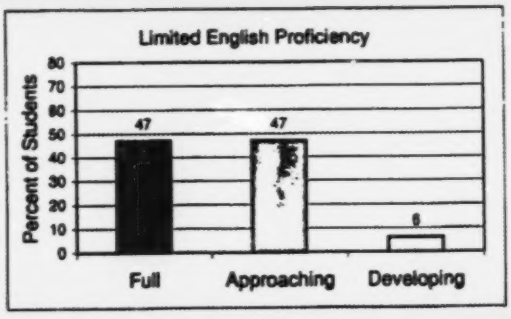
Entering Kindergarten

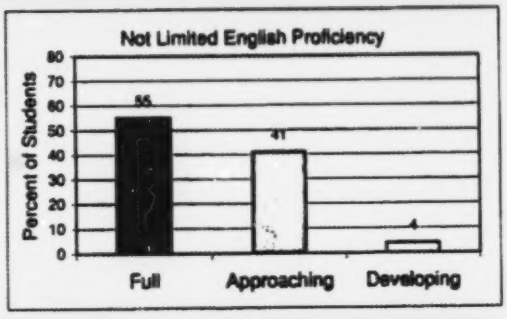




Disaggregated Data by Limited English Proficiency

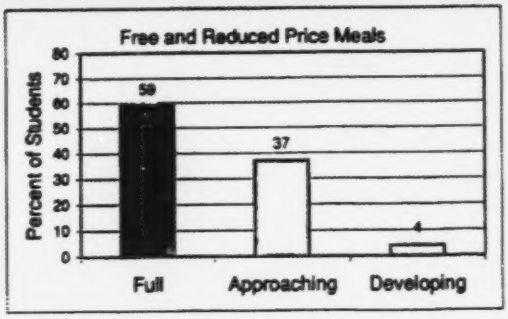
Entering Kindergarten

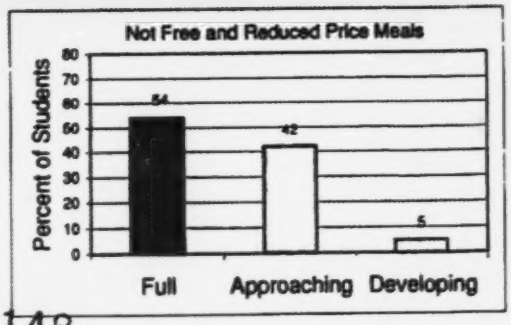




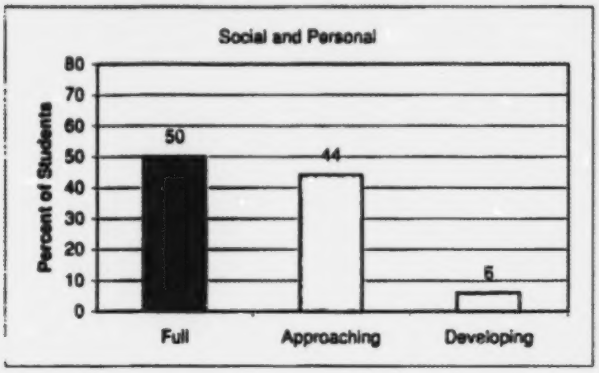
Disaggregated Data by Free and Reduced Price Meals

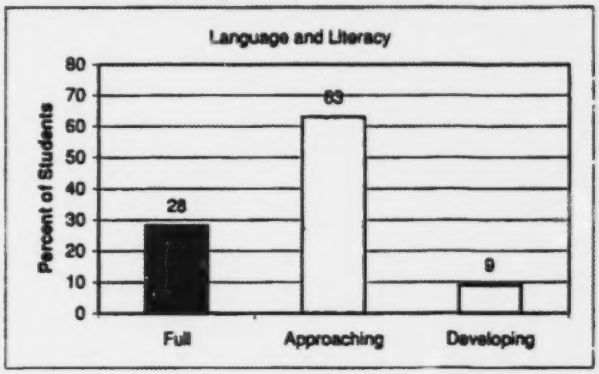
Entering Kindergarten

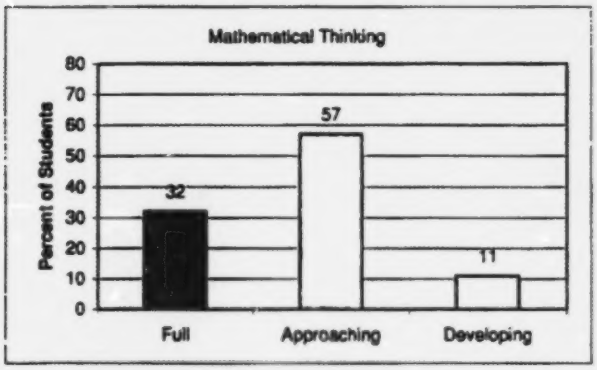


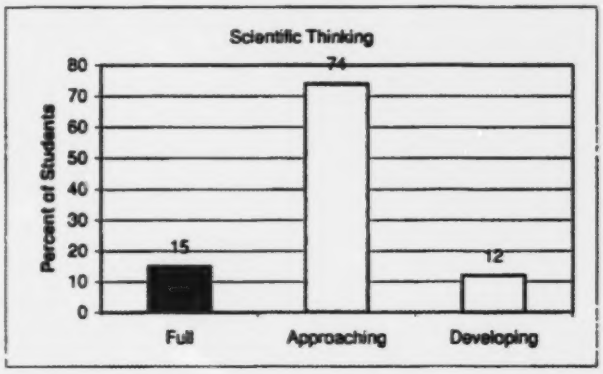


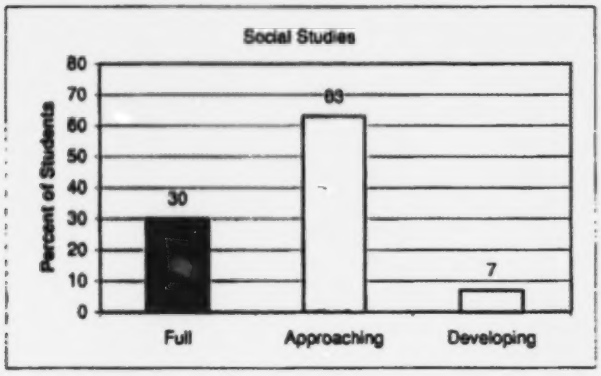
Worcester County - Percentage of Kindergarten Students

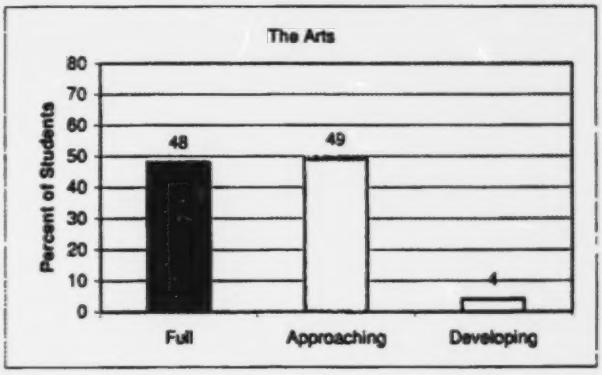


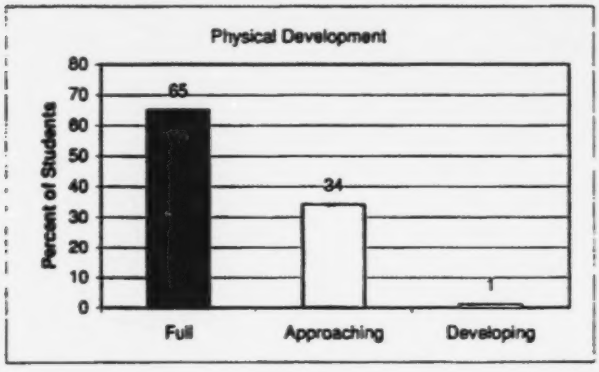


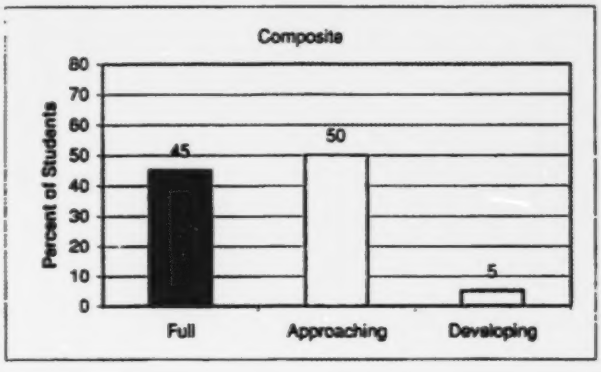












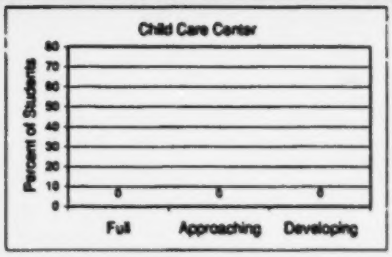
Worcester County - Percentage of Kindergarten Students

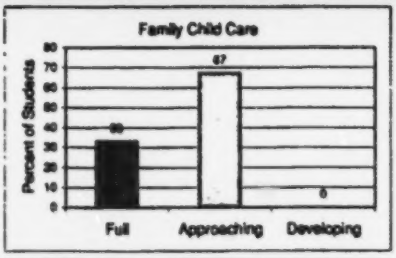
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	36	53	11	20	61	20	25	51	25	15	64	22	26	62	12	39	57	5	61	39	0	32	58	11
White	57	39	4	33	64	3	36	60	5	15	79	6	33	64	3	53	44	3	68	30	2	53	45	3
Hispanic	30	70	0	0	70	30	10	60	30	10	60	30	11	56	33	30	70	0	40	60	0	11	89	0
Gender																								
Male	44	48	8	23	67	9	30	60	11	14	76	10	23	71	6	34	60	6	59	40	1	35	60	5
Female	56	41	4	33	59	8	35	54	11	15	72	13	37	55	8	60	39	1	70	28	1	55	41	5
Prior Care																								
Child Care Center	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Family Child Care	33	67	0	33	33	33	33	67	0	33	67	0	33	67	0	33	33	33	33	67	0	33	67	0
Head Start	24	62	15	6	70	24	6	59	35	3	71	26	6	82	12	18	68	15	35	62	3	9	79	12
Home / Informal Care	59	37	4	33	62	6	39	56	6	21	72	6	42	54	4	62	37	2	70	29	1	58	39	3
Non-Public Nursery	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Prekindergarten	40	53	6	24	67	9	25	60	16	3	78	19	13	74	13	26	71	3	64	35	1	29	65	6
Special Education																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	50	44	6	28	63	9	32	57	11	14	73	12	30	63	7	47	49	3	65	34	1	45	50	5
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	50	44	6	29	63	9	32	57	11	14	73	12	30	63	7	47	49	4	65	33	2	45	50	5
Free and Reduced Price Meals																								
Yes	54	43	2	30	59	11	37	50	13	22	67	11	41	48	11	60	36	4	70	28	2	49	49	2
No	49	44	7	28	63	9	31	58	11	13	74	13	28	65	7	45	51	4	64	34	1	44	50	5
* = fewer than 5																								

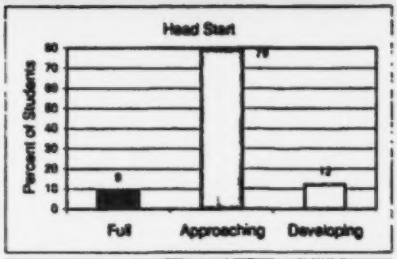
Worcester County 2001-2002

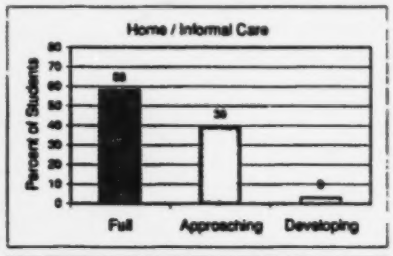
Disaggregated Data by Prior Care

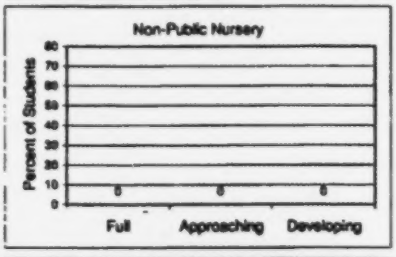
Entering Kindergarten

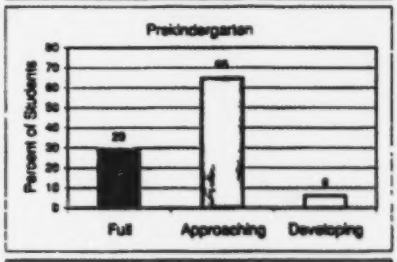












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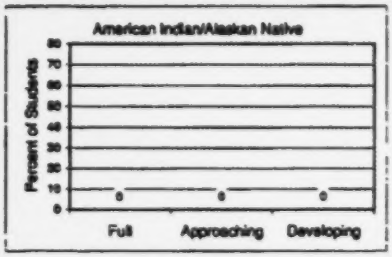
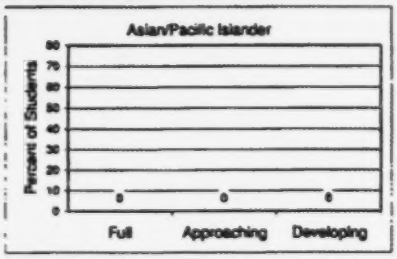
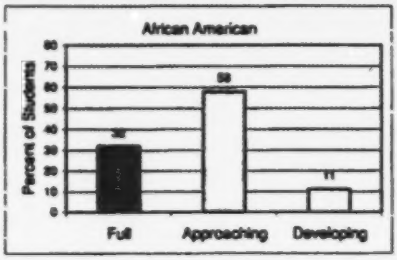
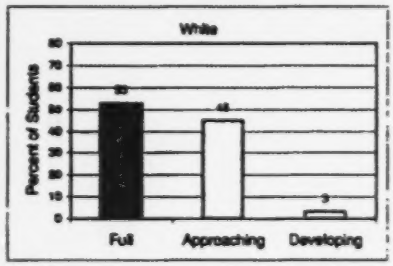
Disaggregated Data by Race/ Ethnicity

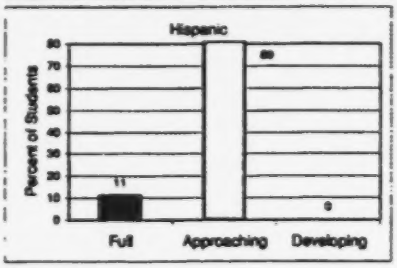
Entering Kindergarten







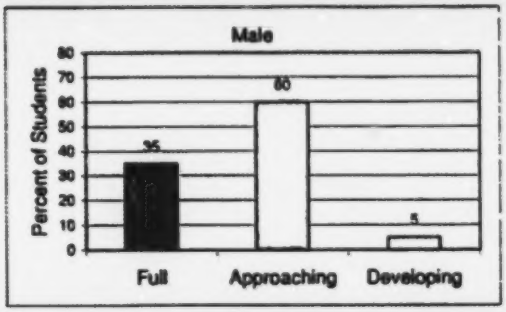


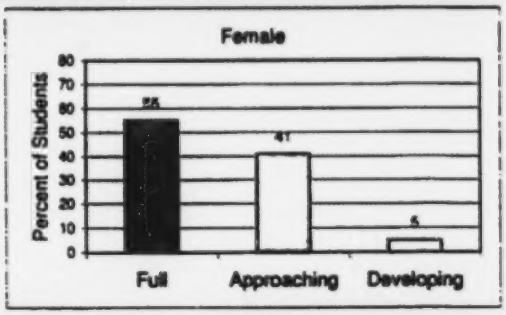


Worcester County 2001-2002

Disaggregated Data by Gender

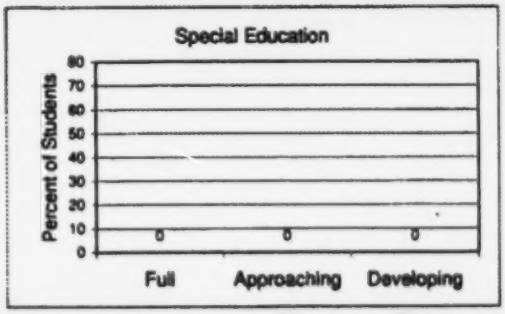
Entering Kindergarten

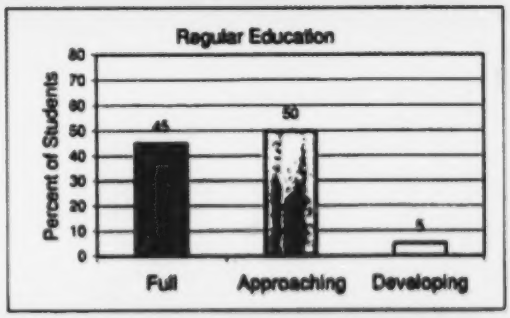




Disaggregated Data by Special Education

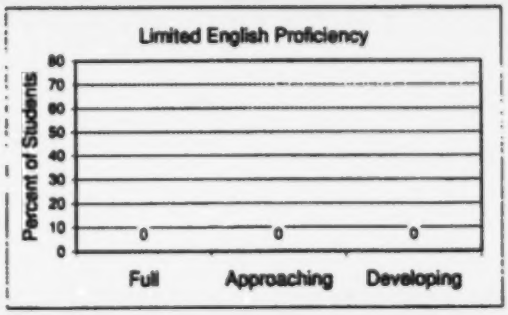
Entering Kindergarten

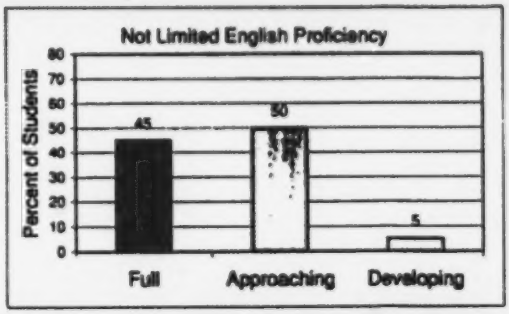




Disaggregated Data by Limited English Proficiency

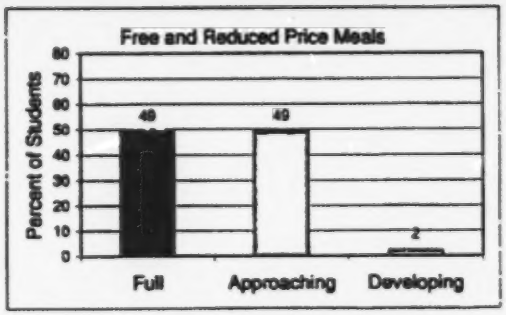
Entering Kindergarten

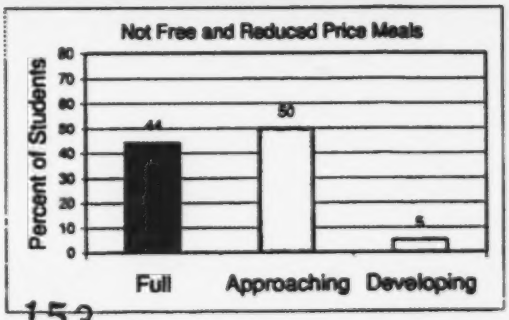




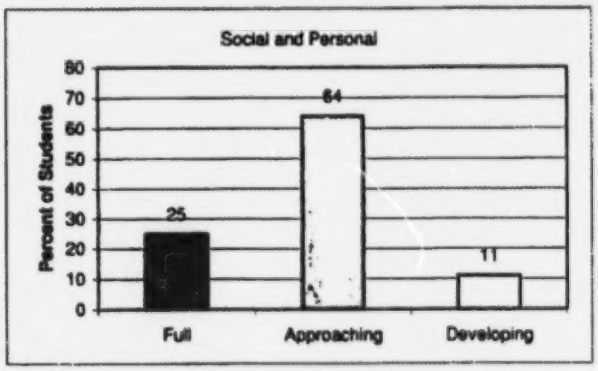
Disaggregated Data by Free and Reduced Price Meals

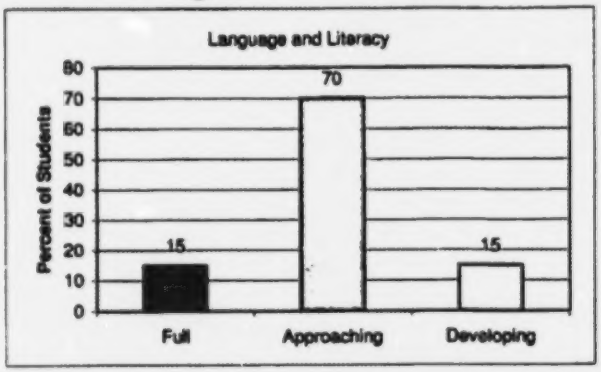
Entering Kindergarten

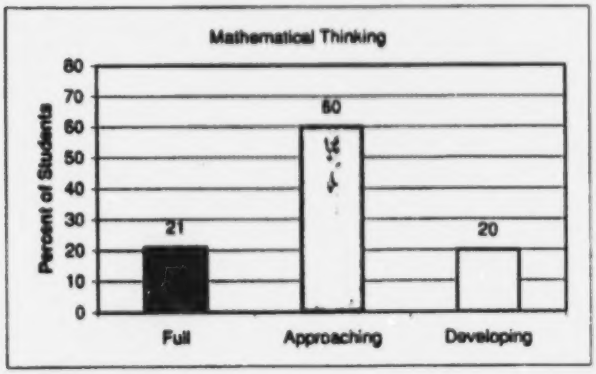


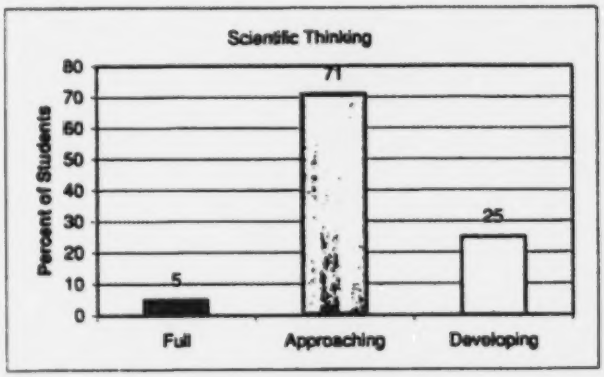


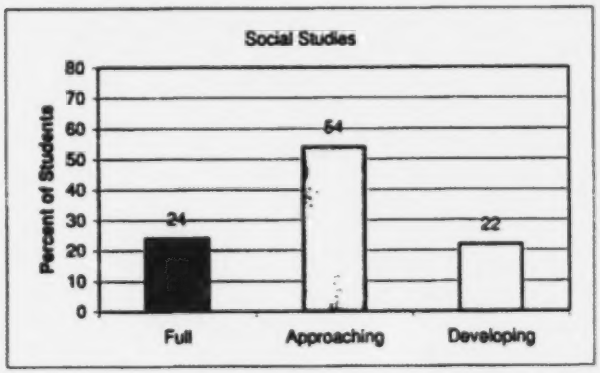
Edison Schools - Percentage of Kindergarten Students

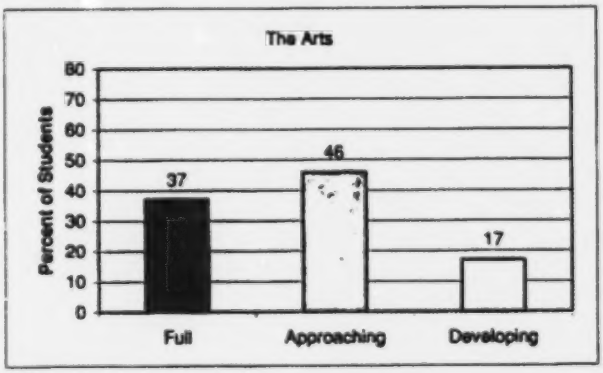


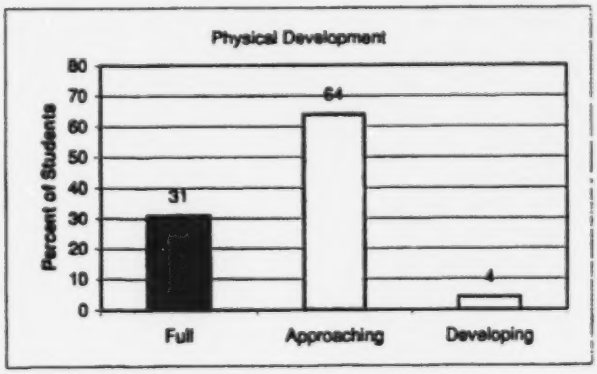


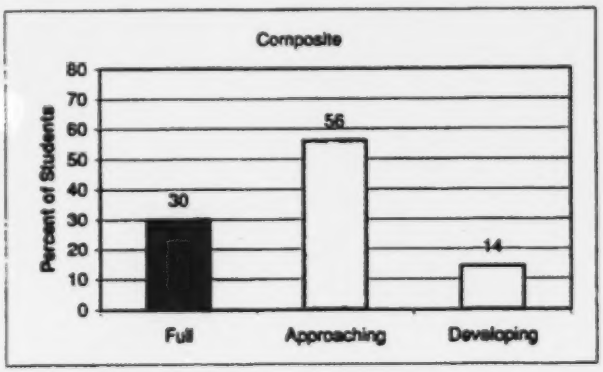












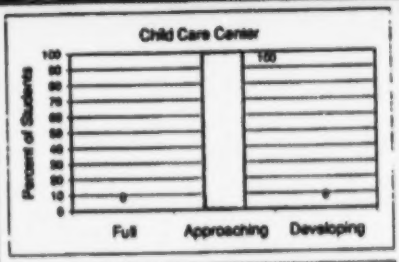
Edison Schools - Percentage of Kindergarten Students

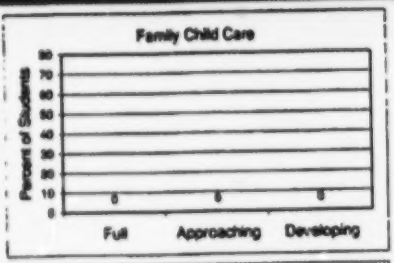
	Social and Personal			Language and Literacy			Mathematical Thinking			Scientific Thinking			Social Studies			The Arts			Physical Development			Composite		
	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing	Full	Approaching	Developing
Race/Ethnicity																								
Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian/Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
African American	26	63	12	15	70	15	21	60	19	5	71	24	24	56	21	37	47	16	32	64	4	31	57	12
White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Gender																								
Male	17	65	18	12	68	20	12	65	23	3	68	29	13	63	23	23	56	21	15	80	5	13	70	17
Female	31	63	6	17	72	11	27	56	17	6	73	21	32	47	20	48	38	15	44	52	4	45	45	11
Prior Care																								
Child Care Center	0	100	0	0	75	25	0	75	25	0	100	0	0	67	33	25	50	25	25	75	0	0	100	0
Family Child Care	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Head Start	33	58	8	42	58	0	42	50	8	8	92	0	30	70	0	67	25	8	42	58	0	40	60	0
Home / Informal Care	23	67	10	10	77	13	20	61	19	4	65	31	23	54	23	31	52	18	33	64	3	28	58	13
Non-Public Nursery	0	100	0	0	100	0	0	100	0	0	100	0	100	0	0	100	0	0	0	100	0	0	100	0
Prekindergarten	29	50	21	22	53	25	18	55	27	6	73	21	21	54	25	41	38	21	23	68	10	33	43	24
Special Education																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	33	57	10	27	63	11	24	60	15	3	73	24	32	55	13	38	51	11	39	58	3	38	53	9
Limited English Proficiency																								
Yes	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
No	33	57	10	26	62	12	23	60	16	3	72	25	31	55	14	37	51	11	38	59	3	37	53	10
Free and Reduced Price Meals																								
Yes	34	54	12	27	60	14	24	57	19	3	68	29	33	50	17	42	44	13	40	56	3	40	49	11
No	27	73	0	24	73	3	22	75	3	3	95	3	24	76	0	13	87	0	30	70	0	24	73	3
* = fewer than 5																								

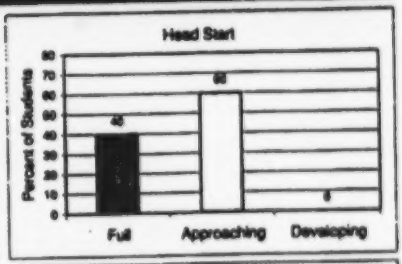
Edison Schools 2001-2002

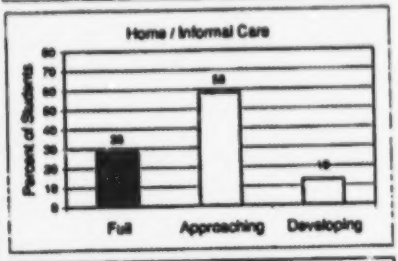
Disaggregated Data by Prior Care

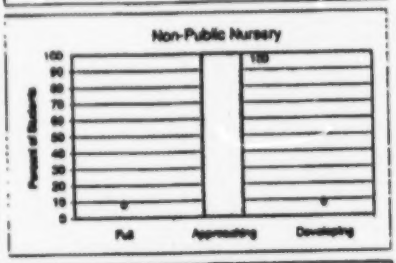
Entering Kindergarten

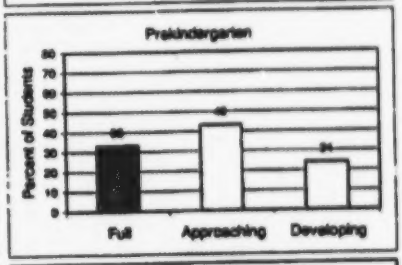












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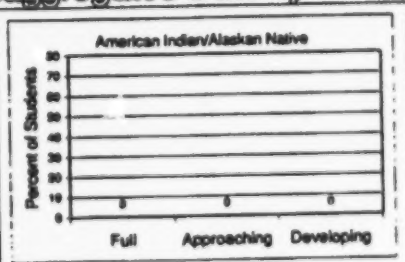
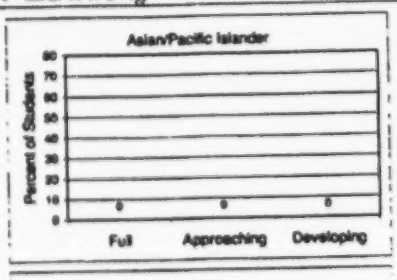
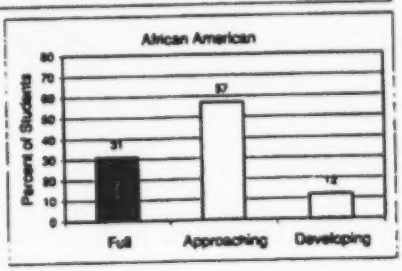
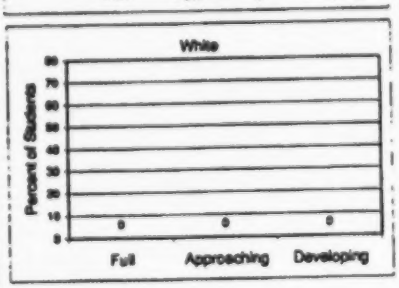
Disaggregated Data by Race / Ethnicity

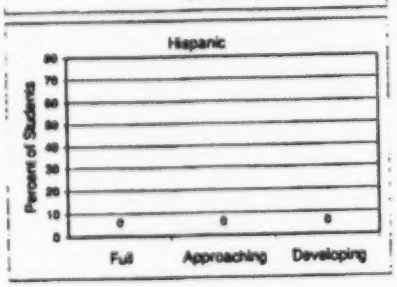
Entering Kindergarten







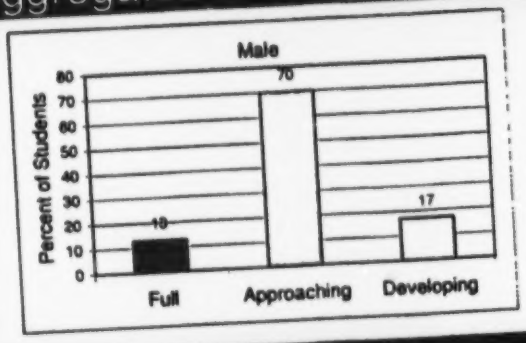


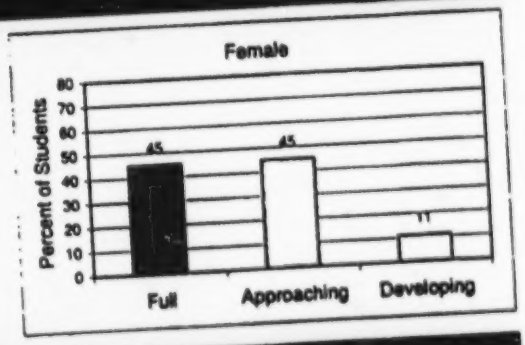


Edison Schools 2001-2002

Disaggregated Data by Gender

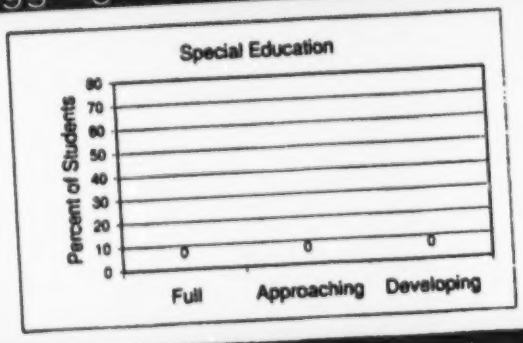
Entering Kindergarten

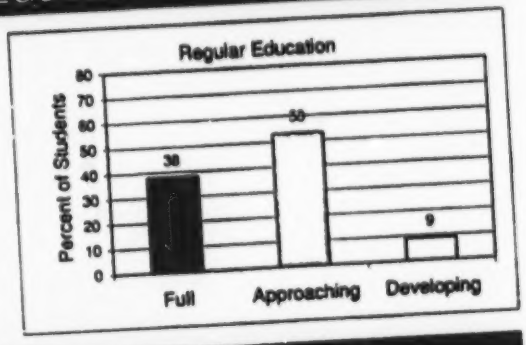




Disaggregated Data by Special Education

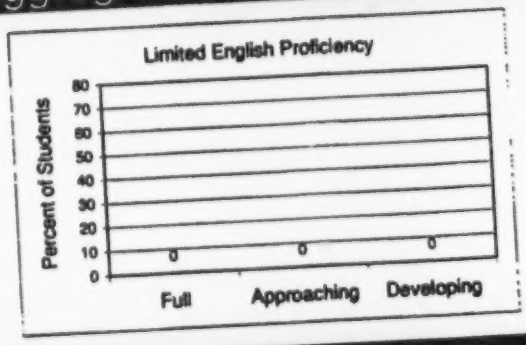
Entering Kindergarten

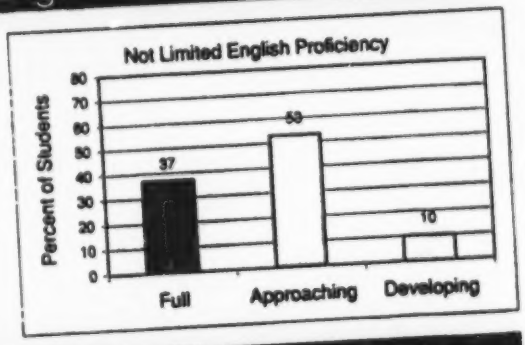




Disaggregated Data by Limited English Proficiency

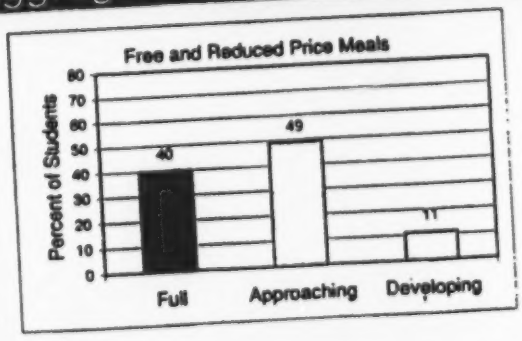
Entering Kindergarten

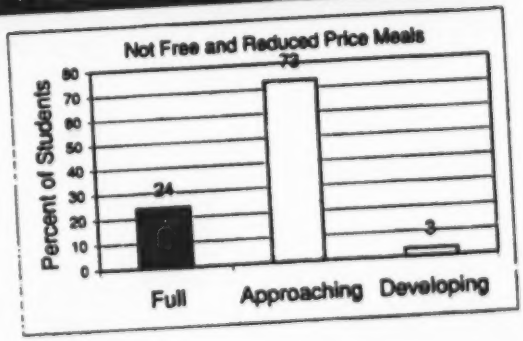




Disaggregated Data by Free and Reduced Price Meals

Entering Kindergarten





Appendix C

Analysis of the Relationship Between the School Readiness Levels and Demographic Variables

Analysis of the Relationship Between the School Readiness Levels and Demographic Variables

Using statistical tests to interpret the data

A series of statistical tests were performed to analyze the relationship of race/ethnicity, gender, prior early care, children with disabilities and special education, designation as having limited English proficiency (LEP), or children who receive free or reduced priced meals with the three school readiness levels. Chi-square tests compared the actual frequencies of students in the three readiness categories to the frequencies expected if there were no relationship between the demographic variables. The statistical tests were done on the statewide WSS composite scores.

School readiness and race/ethnicity

There was a significant relationship between race/ethnicity and the three readiness levels. Asian and white students showed less than 7.1% expected in "developing readiness" with 5.2% and 4.7%, respectively. African American and Hispanic students exceed expectations in "developing readiness" with 10.5% and 12.2%, respectively.

For the rating of "full readiness," the expectation is 49.4% of the students. By ethnic group this rating was given to 44.6% of the American Natives, 55.4% Asian, 37% African American, 57.6% white, and 39.4% Hispanic.

School readiness and gender

The results between males and females was significant. Girls perform above expectations with 55.2% at "full readiness," 39.5% "approaching readiness," and 5.2% "developing readiness." Boys perform below expectations with 43.8% fully ready, 47.2% "approaching readiness," and 9% "developing readiness."

School readiness and prior early care

The categories of readiness for Head Start, public school prekindergarten, child care centers, and family child care look very much like the distribution of readiness categories for the total group.
Two types of prior early care stand out. Sixty-eight percent (68%) of the non-public school nursery students were fully ready for kindergarten, 29.9% were approaching, and 2.2% had "developing readiness." This performance is significant.
The kindergarteners who come from a home or informal care with a relative were rated less ready that the expected values. At "full readiness" were 39.9% of these students, 48.7% were rated "approaching readiness," and 11.4% were "developing readiness." These results showed a significant difference from the expected values.

School readiness and students who receive special education services and have an Individual Education Plan (IEP)

Individual Education Plans (IEP) are developed for students with disabilities. Many of these students are placed in regular classrooms with their peers as part of including them in the regular instructional program. The relationship between students with and without these special services and their school readiness levels indicated significant differences. Those students with IEP's were rated at 30.8% "full readiness," 50.4% were approaching, and 18.8% were developing. Slightly more than 50 percent (50.4%) of the students without special education services were rated at "full readiness," 43.1% approaching, and 6.5% developing.

School readiness and children with and without limited English proficiency (LEP)

Children with limited English proficiency (LEP) are identified by the local school system as they enroll in public school prekindergarten and kindergarten. When comparing school readiness results for these groups of children, a significant difference has been identified. While 51 % of the students without the LEP designation were rated as fully ready, 36.7% of the LEP students received the same rating. For "approaching readiness," 42.2% of the non-LEP students received this rating compared to 50.7% of the LEP students. Almost thirteen percent (12.6%) of the LEP students were rated as "developing readiness," while 6.7% of the non-LEP students received those ratings.

School readiness and children who receive free and reduced priced meals (FARM) and those who do not

The same pattern that emerged for other areas is evident when comparing students who are eligible for free and reduced meals (i.e., a proxy for their household income) and those who are not eligible. Fifty-four percent (54%) of the non-FARM students were rated fully ready, 40.2% were approaching, and 5.8% were developing. Only 34.9% of the FARM students were rated as fully ready for kindergarten while 53.8% were rated approaching, and 11.3% were rated developing.

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EFF-089 (3/2000)

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